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Established 1870.

## The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

E. L. KELLOGG & CO., Educational Publishers.

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### CONTENTS OF THIS NUMBER.

EDITORIAL.....	Page 67	The Geography Class.....	70
State Association of School Commissioners and City Superintendents.....	68	Washington's Birthday.....	71
"Old School" Teachers.....	68	Things to Tell the Scholars 71	
Teacher's Certificates.....	68	Noteworthy Events.....	72
Illiteracy in Southern States.....	68	Golden Thoughts.....	72
Science and Art of Education.....	68	EDUCATIONAL NOTES.	
What to Study.....	69	New York City.....	72
Science Applied to Life.....	69	Elsewhere.....	72
The Day of Prayer for Colleges.....	69	LETTERS.....	73
Industrial Art.....	69	ED. MISCELLANY.	
THE SCHOOL-ROOM.		The Doctrine of Evolution 74	
How to Prevent Whipping.....	70	Machinery and Labor.....	74
School-Room Sketches.....	70	FOR THE SCHOLARS.	
Percentage.....	70	Friedrich Hecker.....	75
		The New Year's Exhibition 75	
		A Loaf of Bread.....	75
		NEW YORK CITY.....	75
		BOOK DEPT.	
		New Books.....	76

New York, February 3, 1883.

## THE Scholar's Companion

FOR JANUARY

opens with a pretty little illustrated story of "The Snow Angel." This is followed by "Two Boys," "A True Story of Florence Nightingale," "What a Boy and Broom Did," "The New Year's Exhibition," a story of the funny experience of a boy who tried to be "Supe" at dramatic entertainment; "Stories About Girls," written and illustrated by Amy B. King, and "The Clonian Club," by H. A. S. There are also many interesting brief accounts of curious facts, anecdotes of great people and places, some fine selections of poetry suitable for recitation, a dialogue by Leoline Waterman, "Some Evening Games," and several excellent prose declamations. The publishers are increasing the number of illustrations this year, which is a very pleasing feature in the little magazine. Great interest is being shown by the subscribers in the School Room, Writing Club and Letter Box departments, which is quite natural, considering the many out of the way points brought up and discussed by "Cousin

Alice and the different scholars—and the truly handsome prizes awarded each month for proficiency, neatness and quick work. Only 50 cents a year, 5 cents a copy.

THE number of illiterates in the South who voted in 1870 was 1,167,303; in 1880, 1,354,974—an increase of 187,671—about equally divided between the white and the colored.

THE Government has money at its disposal that should be appropriated in a just and proper way for the benefit of the whole country. To encourage Foreign Commerce, Education at the South, each fifteen millions, and for the Ship Canal twenty-five millions should be expended.

It was stated at the State Sunday-school Association, by Wm. A. Duncan, that in the State of New York there were 770,000 children who did not attend Sunday-schools; that in Oneida county, out of 26,000, 20,000 do not attend, and that a similar proportion exists in other counties. This is a matter that cannot but interest every lover of children. Teachers, interest yourselves in the religious culture of your pupils.

THE sound words of the inspectors of district ought to be heeded; they say what ought to be self-evident, that the teaching of young children is worth as much (at least) as the teaching of older ones. Whoever invented the plan now in practice in this city simply depended on the helplessness of the women to resist. In Buffalo they make no distinction of this kind; why in New York? More teachers or smaller classes, must be had if the object is the welfare of their children.

OPPOSITION to the High School takes on various forms, but it all means one thing—it is an objection to Man's being a Man. When one says, "I am in favor of giving a man a good common-school education; any more he must get for himself," let us ask how long have you been of that mind? How persistently and long have the advocates of free elementary education been obliged to argue and agitate! Elementary education was once a charity; it has passed that stage; in time it will be difficult to find an opponent to free Higher Education—it may take time, but it will be so.

MORE teachers are reading educational books this year; there is a general feeling that Teaching cannot be a profession by resolutions passed at any convention. The hard work of each and all its members can only advance it from the paltry art it has been in most cases up to the dignity of a practised science. Let every teacher do his part to emancipate his work from the charge of empiricism that has been brought against it, by investigating the principles that underlie the influence that the human mind of one exerts on the human mind of the other.

THE subject of education is beginning to attract somewhat the attention which its importance demands. It will be asserted

that it always has attracted much attention. It has, eh? When so many of the schools of this country are under the direction of those who have not had any training whatever for the business! when the average length of time which a person follows teaching is three to four years! when a longer stay is impossible on account of inadequate remuneration! Does not the remuneration measure the interest of the public? Whatever we do, do not let us delude ourselves.

LET two young men of equal abilities go to college; when graduated let one teach in a town and the other practice law in the same town. Let ten years go by, and who will rank the highest in public estimation? The lawyer, you will say at once. And why? There are two reasons. First, the teacher has taken no interest in the public, and secondly, he has not exalted his profession. Mr. W. was a teacher who attended to these two points: he was the leader in his town; he made the people feel the deepest interest in the school. The teacher must keep education in front; people will then believe in it and in him.

THE time has arrived, we have reason to believe, when the public will not pay less money for its schools, but more. Gov. B. F. Butler said in his message, what was felt to be a great truth, that the rank-and-file of the teachers should be better paid. It must be understood that there is a limit to the price at which teaching can be done. If a man tells you that he can buy fine broadcloth at twenty-five cents a yard, you know that he mistakes the article. The cost of preparation (greater now than ever before,) the cost of living, the cost of doing the work, all must be counted when we talk of the price of teaching. That price must be such as will draw men and women of talent.

A GENTLEMAN urged his friend to move out of the city; and his friend pleaded in reply the superior educational advantages of the city.

"We have the best of schools in —. Why, we have two buildings, one cost \$25,000, another \$20,000."

"Yes, but you pay your teachers a mean salary; you cannot get first-class teachers for \$250."

"Oh, well, that's for the young ones; they don't need much instruction."

"Do you know how much you pay per pupil? Do you know that you pay in that big building but little over six dollars per pupil per year, or about three cents a day? Can a teacher do much for a pupil for a cent and a half per session? Or supposing there are six classes in a day; can a half-cent lesson be valuable?"

"Oh, well, the young ones don't need much attention; it isn't good for them. Besides, I don't send my children to the public school."

It was too cheap, you see, for this man to respect.



# STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

(In continuation of the report in the last JOURNAL.)

**Friday morning.** Prof. Kennedy discussed the need of legislation to enlarge the power of the Commissioners; there was often need of apparatus or of repairs, and no one could understand this as well as this officer.

The election of officers next ensued. Geo. F. Crunby was chosen for President. J. J. Crandall 1st Vice-President, Com. Lusk 2nd Vice-President, Com. Wasson; Secretary; Supt. Sanford for Treasurer.

A paper recommending the grading of the country schools by Com. Surdam, was read by Com. Conkling.

A paper on "School Supervision," was read by Com. Newell. A paper on the "Political Education Needed," was read by A. B. Humphrey, of Saratoga. The Committee on Resolutions reported through Prof. Lantry:

1. The expenditure of the library money may be under the direction of the Commissioner.
2. That the Commissioner have power to order repairs and apparatus to the extent of \$25 for each district.
3. In favor of a voluntary township system.
4. That the qualifications heretofore urged for the office of Commissioner be still recommended.
5. In favor of a plan of uniform examination for teachers.
6. In favor of grading the district schools.
7. That hearty thanks be returned to the officers of the local committee and Supt. Barnes for courtesies and efficient services.

The treasurer reported \$25.59 on hand.

Messrs. Newell, Morey, Humphrey and Chapin were appointed to address the Legislature in behalf of needed legislation.

OF THE SCHOOL JOURNAL.

## "OLD SCHOOL" TEACHERS.

By E. E. H.

There are teachers who have learned a certain amount concerning school-keeping and who stop there. They teach on, or rather keep school on year after year, following one dreary round. "Now learn your grammar lesson, children," and so it goes on. Have I not been there? Do I not speak from experience?

When I determined to teach school I made a solemn vow I would not be like unto them. I remember well the conversation I had with a friend. I said, "If I had a younger sister I would rather she never went to school than to such a school." My friend agreed with me. It was a grind the—what Dickens' Mr. Mantalini calls a "demnition grind."

I began to teach and found that I was surrounded by those who looked at children as "little devils" (these were the words of one teacher), and at teaching as a semi-mechanical business. To hear lessons was teaching. I attended a teachers' institute, and found the old teachers exercised a very repressing influence; fully half had come disposed to look at teaching as a process that elevated teacher and child. But our wants were only partially met. I went on determined to have a live school, and discovered a great secret—that the children could be interested to run the school in the interests of education.

As I have taught in perfect happiness, except when the parents interfere, I have seen on all sides that the teachers are behind the times. I counsel every principal to assemble his teachers; to study with them the principles of education, and as they are discovered put them in practice, and they advance the estimate in which the people hold the schools. The "old-school" school-keepers must give way; let men and women with new ideas take their places.

UNKIND language is sure to produce the fruits of unkindness—that is, suffering in the bosom of others. —BENTHAM.

FOR THE SCHOOL JOURNAL.

## TEACHERS CERTIFICATES.

In most counties of the states there are persons who examine the teachers and give licenses to teach for a longer or shorter period. This is a very poor plan. Why do they do differently in N. Y. City? Here the teacher is examined once, and then the school is examined yearly. The teachers of Hamilton County, Ohio, (outside of Cincinnati) have been discussing this matter; it should be discussed all over the Union. Our plan is a simple one.

1. The Normal Schools should grant diplomas to all who can pass an examination equal to that of their graduates—and who have been successful teacher. This should be the professional certificate. We would have no certificates granted by the State Superintendent. Let the Normal Schools attend to this business.

2. Examination should be held in each county about twice in each year, and every effort made to push the teachers along so that in time they would get the diploma. They should go away to study certain things during the ensuing six months and come back as a pupil comes to his class. They could be told where they stood and what to study. They would "study at a mark." We believe a plan like this would be an excellent one.

FOR THE SCHOOL JOURNAL.

## ILLITERACY IN THE SOUTHERN STATES.

There are in the United States 36½ millions of persons over ten years of age; nearly five millions (13½ per cent.) of these cannot read and 6½ millions (17 per cent.) cannot write. This is a dangerous symptom. Who and where are these people? In sixteen southern states there are 12,782,712 over 10 years of age. The facts are in the table below; the first column of figures shows the percentage of blacks; the second the percentage who cannot read; the third the percentage who cannot write. Let us look at these figures. There is Kentucky, where the blacks are only 60 per cent. of the white, and yet she had a large per cent. of illiteracy. Missouri has three times as many whites, who are as illiterate as her blacks. It is plain that the "masses" are illiterate. The fourth column shows the reason; it shows how much is spent on each child per annum in those states. Can a child be educated on 25 cents per year? Southern people, you must take more interest in education. Lay on the taxes; build more school-houses, get good teachers and remove that illiteracy. We shall urge appropriations for you from Congress, but don't lean on this help, for it may prove to be delusive.

Alabama,	2.87	43.5	50.9	.29
Arkansas,	1.05	28.8	38.0	.29
Delaware,	1.32	15.3	17.5	1.41
Florida,	3.06	38.0	43.4	.48
Georgia,	3.03	42.8	49.9	.30
Kentucky,	0.62	22.2	29.9	.48
Louisiana,	4.92	45.8	49.1	.52
Maryland,	2.03	16.0	19.3	1.43
Mississippi,	5.98	41.9	49.5	.73
Missouri,	0.87	8.9	13.4	1.45
North Carolina,	1.41	38.3	48.3	.25
South Carolina,	5.13	48.2	55.4	.52
Tennessee,	0.89	27.7	38.7	.46
Texas,	1.55	24.1	29.7	.47
Virginia,	2.74	34.0	40.6	.69
West Virginia,	0.13	12.1	19.9	1.95

## SCIENCE AND ART OF EDUCATION.

(Continued from last week.)

In accordance with these views, it has been insisted on throughout the entire Course of Lectures, that teaching, in the true sense of the term, has nothing in common with the system of telling, cramming and drilling, which very generally usurps its name. The teacher, properly so called, is a man who, besides knowing the subject he has to teach, knows moreover the nature of the mind which he has to direct in the acquisition of knowledge, and the best methods by which this may be accomplished. He must know the subject of instruction thoroughly, because, although it is not he but the child who is to learn, his knowledge will

enable him to suggest points to which the learner's attention is to be directed; and besides, as his proper function is to act as a guide, it is important that he should previously have taken the journey himself. But we discountenance the notion usually entertained that the teacher is to know *because* he has to communicate his knowledge to the learner; and maintain, on the contrary, that his proper functions as a teacher does *not* consist in the communication of his own knowledge to the learner; but rather in such action as ends in the learner's acquisition of knowledge for himself. To deny this principle is to give a direct sanction to telling and cramming, which are forbidden by the laws of education. To tell the child what he can learn for himself, is to neutralize his efforts; consequently to enfeeble his powers, to quench his interest in the subject, probably to create a distaste for it, to prevent him from learning how to learn—to defeat, in short, all the ends of true education. On the other hand, to get him to gain knowledge for himself stimulates his efforts, strengthens his powers, quickens his interest in the subject and makes him take pleasure in learning it, teaches him how to learn other subjects, leads to the formation of habits of thinking; and, in short, promotes all the ends of education. The obvious objection to this view of the case is, that as there are many things which the child cannot learn by himself, we must of course tell him them. My answer is, that the things which he cannot learn of himself are things unsuited to the actual state of his mind. His mind is not yet prepared for them; and by forcing them upon him prematurely, you are injuriously anticipating the natural course of things. You are cramming him with that which, although it may be knowledge to you, cannot possibly be knowledge to him. Knowing, in relation to the training of the mind, is the result of learning; and learning is the process by which the child teaches himself; and he teaches himself—he can only teach himself—by personal experience. Take, for instance, a portion of matter which, for some cause or other, interests him. He exercises his senses upon it, looks at it, handles it, etc., throws it on the ground, flings it up into the air; and while doing all this, compares it with other things, gains notions of its color, form, hardness, weight, etc. The result is, that without any direct teaching from you, without any *telling*, he knows it through his personal experience—he knows it, as we say, of his own knowledge; and has not only learned by himself something that he did not know before, but has been learning how to learn. But supposing that you are not satisfied with his proceeding thus naturally and surely in the career of self-acquisition, and you tell him something which he could not possibly learn by this method of his own. Let it be, for instance, the distance of the sun from the earth, the superficial area of Sweden, etc. When you have told him that the sun is 95 millions of miles from the earth, that the area of Sweden is so many square miles, you have evidently transcended his personal experience. What you have told him, instead of being knowledge gained, at first hand as in the other case, is information obtained probably at tenth or even fiftieth hand, even by yourself, and is therefore in no true sense of the word "knowledge" even to you, much less is it knowledge to him; and in telling it to him prematurely you are cramming and not teaching him. Dr. John Brown ("Horæ Subsecivæ" Second series, p. 473) well says—"The great thing with knowledge and the young is to so secure it that it shall be their own; that it be not merely external to their real and inner self, but shall go in *succum et sanguinem*; and therefore it is that the self-teaching that a baby and a child give themselves remains with them forever. It is of their essence, whereas what is given them *ab extra*, especially if it be received mechanically, without relish, and without any energizing of the entire nature, remains pitifully useless and *versh* (insipid). Try, therefore, always to get the resident teacher *inside the skin*, and who is forever giving his lessons, to help you, and be on your side." You easily see from these remarks of Dr. Brown's that he means what I mean;—that matters of information obtained by



other people's research, and which is true knowledge to those who have lawfully gained it, is not knowledge to a child who has had no share in the acquisition, and your dogmatic imposition of it upon his mind, or rather memory only, is of the essence of cramming. Such information is merely patchwork laid over the substance of the cloth as compared with the texture of the cloth itself. It is on, but not of, the fabric. This expansive and comprehensive principle—which regards all learning by mere rote, even of such matters as the multiplication-table or Latin declensions—before the child's mind has had some preliminary dealing with the facts of Number or of Latin—as essentially cramming, and therefore anti-educational in its nature—will be, of course, received or rejected by teachers, just in proportion as they receive or reject the conception of an art of teaching founded on psychological principles.—JOSEPH PAYNE'S Lectures.

#### WHAT TO STUDY.

It was once thought the only openings through which wealth is to be obtained lay in merchandise and trading. But of late years the merchants are outdone by constructors and speculators. The constructor builds railroads, steamships or telegraph lines, and operates them. The speculator buys and sells stocks and products. His profits arise from "corners" that are made.

The law and the medical professions do not promise so well as the mechanical does. Such schools as the Stevens Institute fit a young man to manage mines, railroads, &c. The School of Mines gives more attention to chemistry but it looks at the great mechanical development of the mine and points its graduate towards that. It may be said that every graduate of such schools is sure of employment; of course he must possess brains to start with.

But within a few years electricity has developed with amazing rapidity. But half a score of years ago the nature and powers of electricity were not known, and the extent of its application to commerce was not even dreamed of. Great fortunes are made in Europe in the profession of telegraph engineering. The Siemens brothers, who have residences in Berlin, Tiflis, St. Petersburg and London, are worth \$5,000,000, all made in electrical engineering. Such men as Sir William Thompson, Latimer Clark and Edison, who would be called inventors here, are, speaking more broadly, telegraph engineers. In Europe young men, and even women are studying the science. Women are eminently fitted for its pursuit, as no physical labor is required.

There are only four schools in the world for the study of this profession—one in Paris, one in Japan, and two in England. There should be one in New York City. The enormous extension of telegraph, telephone, electric light and electric railway systems which is to be witnessed before many years in China and Japan, in Italy, Spain, Cuba, Brazil, and especially in this country, will demand skilled telegraph engineers, who will become wealthy in a few years. Ocean cables will also be multiplied in all parts of the world. The skill required in finding the place of a break in an ocean cable is possessed by telegraph engineers. They find the break with an instrument about as large as one's hat. The time required for graduating from an electrical telegraph school is from two to four years, and a close study of electricity and mathematics is required.

#### SCIENCE APPLIED TO LIFE.

(The following is an extract from the address delivered at Bridgeport by Henry S. Sanford, Esq.)

Our system is to teach with books—mainly, at least. On the farm he deals with things, and with men and animals, with all-out-doors, strengthening mind and body both. Book knowledge, on the other hand, is second hand knowledge, at the best. Somebody else has had it, and worn it, and warped it, too, before it came to hand. Teaching now-a-days is by recitation, by rote. There is no impact of the mind of the teacher on the mind of the pupil. There is no deviation from the book. Questions and illustrations and original points, they say,

would take too much time. Geography for one. The leading facts, of course, must be learned, but why not skip the fine points—the details. Those details will be quickly forgotten. The telegraph bringing the news every day will distance them, does distance them and put them in the background daily. An atlas, often renewed to keep up with the times, is all that is necessary or useful. One may say the study of geography will discipline the memory. But it will be a memory for words mostly, such a memory as parrots have, or crows, if you will but slit their tongues. That memory which is worth having is a memory which retains firmly not words but ideas—of which words are but the signs, often but the husks or shucks.

Take history. The time spent in memorizing the different details of it appears to me to be wasted. History shifts like sand, is many-colored as the light. It reflects all lines and takes in every shade. It is not even what it has been said to be—a lie agreed on. There is lie enough in it, but the lie is by no means agreed on. "Read me," said Sir Robert Walpole, "anything but history, for that must be false." Let the leading facts be learned, and let the rest go. Look at the dead languages. How much longer shall we parrot them over and keep on "dropping buckets into empty wells, and growing old in drawing nothing up?" All that is worth translating has been translated long ago by abler linguists than this age can show. Emerson used to read translations just as he said he preferred crossing by the bridge when he went to Boston, instead of swimming the stream.

#### THE DAY OF PRAYER FOR COLLEGES.

It has become a well-settled custom to spend one day in the year in prayer for the students and teachers of the colleges. The 25th of January was the day fixed upon this year, and it was more generally observed than it has been hitherto. It is a most encouraging feature of the times that this anniversary is so universally kept. From our seminaries of learning are to come the men and women who are to mold our civilization and determine the character and destiny of the coming generation.

Since art and philosophy divorced, free religion can only partially benefit a people; they cannot thus attain their highest good; this all history proves. The immense interest felt by all thoughtful people in the schools is a sign that is hailed with joy; for they are fountains, and if the streams issue from them are to gladden the land the great Creator must be recognized and addressed in their behalf. The results of past days of prayer have been of the highest benefit: the students have been led to think of the responsibility resting on them, and have studied with new and higher motives.

By a vote of 155 to 47 the Civil Service bill passed the House precisely as it left the Senate, without amendment or change of any kind. It only remains for the President to affix his signature in order that the bill may become a law, and there is no doubt that this will be done. The success of this movement, carried on so many years with comparative failure, jeered at and ridiculed within six months by the very men whose votes have incorporated it into the law of the land, is the latest illustration of the final triumph of morality even in politics. The scandals of the last campaign brought out the abuses of the old system so clearly that those who had failed to be moved by the arguments of the reformers could not fail to be impressed by self-evident facts. The disease assumed a form so virulent and repulsive that its existence could no longer be questioned by the most skeptical. The country has taken only a single step in the direction of a renovated public life, but it is the first step which is always hardest to take. The new act will educate and develop public sentiment to a demand for a complete reformation and purification of civil administration. The country owes a debt of gratitude to the men who, like Mr. Curtis, have insisted, in season and out of season, upon the necessity of political purification.—*Christian Union*.

#### INDUSTRIAL ART.

The chief part of our most tasteful and decorative work, it is well known, is done by foreigners. The most of them are Germans, but there are also among the number many Frenchmen, very many Englishmen, and not a few Belgians. Cabinet-making has become so artistic that Germans are gradually monopolizing the business, while they and the Frenchmen and Belgians are doing nearly the whole of the household decoration of various kinds, for which there is now so universal a passion among well-to-do people. The artistic carpentry, the making of frames, &c., for mirrors, is done by Germans and Frenchmen. The painting of ceilings, etc., is done by foreigners.

What is the reason of this change? Is it that in foreign countries a better schooling in the trades is given than here? They come to us after a training in industrial schools for the teaching and practice of industrial art. And once they are here their superior taste and more thorough instruction assure them a living much better than that they could hope to get at home.

Mr. Mundella, who is what we should call Superintendent of Education in England, gave an address at the West London School of Art, and explained what is now done in England and other European countries in the way of training in industrial art. As long ago as 1836, the British Government granted \$7,500 for the purposes of art training, and the sum has been gradually increased since. Mr. Mundella explained the object of the grant was "not to increase the number of pictures which were annually rejected by the Royal Academy, but to give technical art training to those who were practically engaged in the industries and manufactures of the country." By the aid of the schools established for such instruction, the lace manufacturers of Nottingham have been able to hold their own against the lace manufacturers of all the world. As they encouraged art there soon became observable a decided improvement in all mechanical work that required taste. At the World's Fair of 1881 the clumsy and inartistic productions of England presented a sorry show beside the beautiful handicraft of France. But since then a wonderful advance has been made in artistic workmanship. The total number who received art teaching in institutions aided by the British Government was only 43,000 in 1857, while in 1881 it was 917,000. In France, where he had lately been to investigate the new system of education which came into operation in that country on the first of last October, Mr. Mundella was "perfectly astounded" by the progress the French were making in art instruction. He had seen in Paris placards six feet long offering gratuitous instruction in art to every person employed in certain trades who would come to accept it. He found schools of art, which were attended by hundreds and thousands of students, established in every part of the country. These scholars were supported, not only by Government aid, but also by the different municipalities out of the local rates and taxes. Thus all the artisans of Paris and a large number of those in the country were receiving gratuitous art instruction. At Rouen artisans might be seen in multitudes working at their studies at night, five or six nights in the week. At Lege, in Belgium, with its population of 100,000, six thousand young men were at work in the art and science schools every night. The art and industrial schools of Germany are conducted with a vigor no less untiring. We can see, therefore, why Europe send us artistic workmen. Is it not true that we have faith in the teaching of art? Our government ought to devote money to teaching industrial art.

AMERICAN TITLES.—William A. Seaver, while in Europe two years ago, went to see the "Passion Play." He could not obtain a good seat, and going to the box-office, asked to be placed in a row that was empty. He was informed that the seats were reserved for the nobility—the Electors of the German Empire. "I am an elector of the State of New York," said Mr. Seaver. The man whom he was addressing bowed low and seated him at once in the coveted seats.



## HOW TO PREVENT WHISPERING

BY A. S. KENDALL, Marietta, Iowa.

Many teachers admit that whispering in schools is a great annoyance, and that there is no real necessity for it; but how to prevent it is what has puzzled them. The following plan has worked charmingly in my schools. When beginning school, I tell my pupils that I desire no whispering; that is is unnecessary, impolite in company, causes pupils to be careless by not paying attention to assigned lessons, thinking they can find out through some one near them, and is merely a habit. Writing notes is regarded the same as whispering.

1. In seating pupils, I will give them the right to sit alone or choose seat-mates. In cases where scarcity of seats will not allow any to sit alone, I seat them so that all are satisfied with their seat-mates. I tell them those seats belong to them just as long as they keep from communicating. As soon as I find that a pupil has communicated I have him exchange his seat for one not so desirable. If possible, I have him sit alone, and away from the rest of the pupils. Of course, if the violation was not done intentionally, or for the sake of communicating, I would try him again, or seat him at some other desirable place. When resealed, I have him remain until he shows signs of reformation. Then, at my discretion, I have him resume his original seat, telling him if he communicates again he cannot sit there any more during the term. In my experience, I find very few who whisper the second time.

2. Make your school-room attractive, and as nearly as possible like a complete home. Teach the pupils good etiquette or manners, and do not say, as a certain teacher did, only fools study etiquette.

3. Allow them privileges that are honorable and necessary without asking permission, and they will not abuse them. Never watch your pupils, whatever you do. Trust them and put them on their honor. Make them realize that they are honored and trusted, and they will conduct themselves in accordance with the wishes of the teacher. Doing these things you will find whispering disappears.

## SCHOOL-ROOM SKETCHES.

BY JOHN R. DENNIS.

In the Bailey school-house a new teacher had been obtained. He was a tall, lank fellow; a high brow and compressed lips showed he was narrow in ideas and determined of will. The pupils were from the farm houses and the little hamlet near the mill and woollen factory. They were not a bad set of boys and girls; their fathers and mothers were steady church goers and a prayer meeting was held in the school-house each Sunday afternoon. Yet it was deemed necessary that very strict discipline should prevail, at least what was called discipline.

On opening the school Mr. Allen told the boys and girls that "he should expect good order; that no whispering would be allowed; that no one could swear or call names on the school ground, or on the way to and from school." He held in his hand a stout ruler and waved it about in an energetic manner while speaking and finally laid it on the desk. "Boys," he said, in conclusion, if I have occasion to use that ruler it will be your fault; and mark me, if I use it, I shall use it with a heavy hand."

This was a common enough peroration twenty five and thirty years ago; but light was beginning to dawn on the boys in the Bailey district. Some had been to an academy in a village about ten miles distant and returned with the information that no one was flogged there. The determination was deep and strong among the older boys that they would not be flogged at school. "If I can get along at the academy without flogging, I can at a district school," I guess" said Julius Cone.

The parents sided with the ideas of the teacher, because in all times past children had been whipped at school. The advice they often repeated to the boys, was "only bad boys are whipped; if you are good you are safe enough." The preceding winter a boy had been tied to a post and whipped very severely, because he made a picture of the teacher sitting on a barrel and smoking a pipe. As this was what he had been seen to do at a small grocery, near the mill, the castigation was deemed by the boys to be a great injustice. Deacon Cook represented the other side of the case. "He musn't disrespect the teacher; besides, he musn't make pictures on his slate, that's for cipherin' on."

So that, unknown to the parents a revolution had begun in the district. At the close of the first day, the subject was pretty thoroughly discussed, and the older boys determined, "not to be put upon; if Mr. Allen treats as well, we'll treat him well." The second day brought in an addition to the pupils for the farm work was nearly completed. After cautions as to whispering the teacher had the pupils "read round in the testament;" this was the first thing done in all country schools years ago; the old and the young all read a verse. Mr. Allen watched the boys, for he meant to strike terror at the outset. He foolishly thought that flogging was part of his duty as a teacher and that it must be done in order to secure order.

"You are whispering: come out on the floor." The unfortunate boy was Peter Cowles, a good natured, but obstinate boy of seventeen or eighteen years of age. Peter obeyed.

"What was you saying?"

"I said, I wish I was to hum."

"What did you say that for?"

To this no reply was made, for Peter would rather be whipped than tell the school that he had come from home without any breakfast. Mr. Allen conceived that Peter intended to compare the school with his home and to assert that his education would be advanced as much at home as at school. This affront he must put down at once.

"Off with your coat, sir."

"I'd rather not take off my coat," said Peter.

The reason was that the boy had no vest on and his suspenders were mere strings, for the Cowles were poor—yet they had pride; in fact this was the strong point of the family. Mr. Allen did not know that Peter was resisting to save the reputation of the family, but looked at his resistance as displaying a further depth of depravity.

Then ensued one of those scenes, then so common, but happily less so now; a scuffle between teacher and pupil. The teacher was armed with a stout ruler and used it as a policeman does a club, but the cruelty he displayed aroused Julius Cone and he held the master's arm.

"You ought not to strike him like that, and I'll not stand by and see it."

The younger children and girls rushed out of doors, but returned at the quiet that ensued. The teacher sat in a chair and two of the older boys James Barnes and Julius Cone were beside him.

"We don't intend to hurt you, but we cannot see that boy beaten with a club for nothing."

Mr. Allen was in a quandary; it was necessary for him to teach school; he felt there was justice in what the boys said; and so after a moment's thought he said,

"Do you mean to prevent me from keeping order?"

"No sir; we shall only prevent you from abusing that boy."

"Well, boys, take your seats, call in the pupils and let us talk this over."

The result was that the teacher and the older pupils came to an understanding. It seemed to the master at first that he was humiliated and that his influence was gone, but it was but for a brief period. He soon felt that James and Julius were his firm friends; as they came to know each other better, each respected the other more. Mr. Allen had the making of a good teacher in him and the school that winter was declared by many "the best we ever had."

**PERCENTAGE**

BY ANNA J. HARDWICKE, Carthage, Mo.

Percentage is indeed a "Bridge of Sighs" over which the many pass with tears and lamentations. I take this course: First I explain per cent. *thoroughly* and give mental examples; then I write out this example on the blackboard:

1. Bought a house for \$5,000 and paid 6% down; how much cash did I pay? I solve the example and give several of a similar kind; then I explain that \$5,000 is the base, 6% is the rate, and that the percentage is required and that is the product. Now follow many examples until this form is plain. The pupils make examples and they are passed around and solved. The solution is as follows:

1. Reading the examples.

2. Explanation. By 6% is meant that six hundredths of every dollar of the price is paid down.

3. Solution: As six hundredths of each dollar is paid down, the whole amount will be found by multiplying the \$5,000 by 6 hundredths. This gives 30,000 hundredths or \$300.

4. Question: What is this an example in? What is 6%? What name is given to the \$5,000? What to the \$300? Why multiply? What is the per cent. age composed of? What is the difference between per cent. and percentage? (Per cent. is the number of hundredths in one thing; percentage is what is in a number of things.) Thus the first case is explained; by my example it is fastened. Dollars, beans, horses, new books, etc., may be introduced.

I next vary the example by writing the same on the board thus: Bought a horse for \$5,000, and agreed to pay a certain per cent. down; I paid \$300 cash. What was the per cent. I paid. I turn to the last example and question what is the product composed of? I rub out the 6 and now ask to have it filled in by reasoning upon the subject. After a little time they understand the matter these problems follow as before. Then problems are given of all kinds, in all kinds of things.

Next I give out the problem: Bought a house at a certain price and paid down \$300, which was 6% of the cost; what was the cost? I turn to the first example and rub out the 5,000 and question and make the pupils reason until they understand it. Then follow examples of all kinds. Then follow examples like this:

Bought house for \$ ——— paid 5% or \$200 ; cost ?

"	"	\$8,000	" 6%	—paid down
"	"	\$8,500		per cent. paid

“ ——— ” 5% or \$500; cost ?

Then I talk of the first case and they describe it then of the second and third.

## THE GEOGRAPHY CLASS.

The existence of another equatorial lake in Central Africa, far to the west of Albert Nyanza, is again reported, this time in a much more definite form. Mr. F. Lupton, Governor of the Egyptian province of Bahr el Ghazal, writes to the *London Times*, on the 27th of July, to the effect that Rafai Aga, an employee under his command on his return from an expedition toward the Uelle told him that he and some of the members of the expedition had seen a great lake in the country of the Barboa (a powerful copper colored tribe clothed with a peculiar grass cloth of which Mr. Lupton sends a specimen in his letter). Mr. Lupton gathered that the position of the lake was in about 3 degrees 40 minutes north latitude and 23 degrees east longitude, and that it was quite as large as Victoria Nyanza. When the weather permits, the Barboa cross the lake in large open boats made out of a single tree, the voyage taking three days, and they obtained from the people living on the western side (their own country being east of the lake) articles of European manufacture, such as blue beads and brass wire. Mr. Lupton concludes by saying: "I feel should not be doing right in keeping dark this information, which, when looked into by competent persons, may throw some light on the famous Congo and Uelle rivers. I believe that this Uelle flows into the lake discovered by Rafai Aga, and the stream which is said to flow out of the lake probably joins the Congo." Mr. Lupton further informs the *Times* that he has engaged in preparing a map of this province.



For the SCHOOL JOURNAL.

## WASHINGTON'S BIRTHDAY.

The following is the program of the celebration held February 22, 1882, by the Public Schools of Aberdeen, O.

1st. Pupil. We celebrate Washington's birthday because he was a brave and good man, and because he did so much for his country. We think his life is worthy of our imitation.

2nd. George Washington was born in Westmoreland County, Virginia, Feb. 11, 1733. (O. S.) He was the son of Mary and Augustine Washington.

3rd. The life of Washington was adorned with truth, patriotism, goodness and skill.

4th. In 1775, he took the chief command of all the armies of his country, and never forsook his flag.

5th. In 1783, he retired to private life; he had been victorious; the enemies of his country had disappeared.

6th. In 1789, his countrymen with one voice chose him for their President, and he began to guide the government.

7th. In 1799, the entire nation was called to mourn for the father of the country; Washington slept among the dead.

8th. The house in which Washington was born commanded a view over many miles of the Potomac, and the opposite shore of Maryland. It was, probably, one of earliest built houses in Virginia. The roof was steep and sloped down in projecting eaves. It had four rooms on the ground floor, and others in the attic, and an immense chimney at each end. Not a vestige of it remains. Only a stone with an inscription marks the birth place of Washington.

9th. George was the oldest child of the second marriage; there were five younger than himself.

10th. The influences of his home tended to ennoble him, for he had an excellent father and a Christian mother.

11th. At the time of his father's death George Washington was ten years old. To his mother's forming care he himself ascribed the origin of his fortunes and his fame.

12th. Washington always treated his mother with the greatest respect and attention, and when a man he delighted to acknowledge her influence over him for good.

13th. His mother died soon after her illustrious son at the age of 87. The government placed a monument over her grave; the corner stone of which was laid by Andrew Jackson, who then was President of the United States. This monument bears the inscription—"Mary, the mother of Washington."

14th. One of Washington's manuscript books is still in existence, which illustrates careful business habits. When only thirteen years of age, of his own accord he carefully copied, as a guide for him self in future life, bills of sale, notes, deeds, wills, and many other business papers.

15th. Yes, and he had another manuscript book in which he had collected, with great care, the most important rules of etiquette which govern good society.

16th. Among these rules are:—In the presence of others, sing not to yourself with humming noise, nor drum with your fingers or feet.

17th. Read no letters, books, or papers in the company of others; but when there is a necessity for doing it, you must ask leave. Come not near the books or writings of any one so as to read them unasked. Also, look not nigh when another is writing a letter.

18th. Show not yourself glad at the misfortune of others, though he were your enemy.

19th. Let your discourse with men of business be short and comprehensive.

20th. George was a handsome boy, gentlemanly in his manners, of finely developed figure, and of animated, intelligent features.

21st. He was so wise and just that his schoolmates often called upon him to settle their disputes, and they always accepted his decision.

22nd. Among his favorite sports were those of a military character. At school he divided his playmates into two armies, called the French and

American; he commanded the latter. With corn-stalks for muskets, and calabashes for drums, the two armies would every day fight a battle with great fury.

23rd. The prominent traits of his character were truthfulness, honesty, promptness, bravery, and benevolence.

24th. His honesty: The flour at Mount Vernon, was put up under the eye of Washington, and we are told that it passed without inspection in the West India market.

25th. His truthfulness: When he had killed his mother's favorite colt, he went and told her all about it. She replied: "I regret the loss of my favorite, but I forgive you because you have had the courage to tell me the truth at once."

26th. When Washington was 19 he had charge of some soldiers.

27th. He was scarcely 21 when Gov. Dinwiddie sent him with a message to the commanders of the French forces on the Ohio river.

28th. This was a perilous journey of 1,200 miles through an almost unexplored country. His party consisted of eight men, two of them being Indian guides. They had many adventures in this wild country.

29th. When sixteen years of age Lord Fairfax, a wealthy English nobleman engaged him to survey an extensive tract of country, where there were but few white settlers.

30th. In a hard fight Gen. Braddock was mortally wounded, and more than half of the army were killed or wounded. Colonel Washington behaved with the greatest courage and resolution.

31st. After his return from the war, the speaker of the House of Burgesses was requested to thank Washington for his services, which he did in glowing terms, quite unexpectedly to Washington. Washington rose to reply. His face flushed, he struggled to speak, but could only stammer, and stood speechless, trembling. "Sit down, Mr. Washington," said the speaker, with a smile. "Your modesty equals your valor, and that surpasses the power of any language that I possess."

32nd. When twenty-seven years of age, he married Martha Custis—a cultivated and beautiful widow, who had two children, and a large fortune. They went to live at Mount Vernon, a large estate on the Potomac, left to him by his brother Lawrence.

33th. In 1775, at the beginning of the Revolutionary War, Washington was chosen commander-in-chief of the Continental Army.

34th. He thanked Congress for the honor, but added, "I beg it may be remembered by every gentleman in this room, that I declare with the utmost sincerity, I do not think myself equal to the command I am honored with."

35th. He found some seventeen thousand men around Boston, and took command of them on the 3rd of July, under a large elm-tree, which is still standing on the Common in Cambridge. The house which was his headquarters has since been occupied by the poet Longfellow.

36th. He was a truly religious man. In the winter of 1777, while the army was encamped at Valley Forge, as an old Quaker was passing through the woods near headquarters, he heard the sound of a human voice; he cautiously approached the spot, and beheld the commander-in-chief on his knees at prayer.

37th. During eight years of the Revolutionary War, amidst discouragements that would have caused a less brave and patriotic spirit to have given up, he faithfully served his country. Now on Christmas eve, 1783, he returned to his loved home at Mount Vernon.

38th. But the people wanted his further aid; so, on the 18th of April, 1789, he was made President of the United States.

39th. He served as President eight years, and died at his home December 14, 1799, in the 68th years of his age. The news of the death of this American General, Statesman, and Patriot filled the country with grief. A nation was in mourning for the loss of one whom they had been accustomed to regard as the "Father of his Country."

40th. America has furnished to the world the character of Washington. And if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind. Washington! "First in war, first in peace, and first in the hearts of his countrymen!" Washington is all our own.

41st. The enthusiastic veneration and regard in which the people of the United States hold him, prove them to be worthy of such a countryman; while his reputation abroad reflects the highest honor on his country and its institutions. I would cheerfully put the question to any of the intelligence of Europe and the world, what character of the century, upon the whole, stands out on the relief of history, most pure, most respectable, most sublime; and I doubt not that, by a suffrage approaching to unanimity, the answer would be—Washington!

## THINGS TO TELL THE SCHOLARS.

On New Year's Day a snow storm made a great excitement in San Francisco. The citizens ran wild over the visitation, and it is supposed that 100,000 persons enjoyed the novel pleasure of snow-balling.

The valuation of the real estate in New York City for 1883 is fixed at \$1,080,879,403, a net increase of \$45,871,093. What causes this increase?

A Chinaman, Yung Wing, graduated at Yale College in 1854, and had charge of the Chinese Education Commission of Hartford while it continued. Since his return to China he has been appointed chief magistrate of Shanghai.

Sulphur is said to be excellent for consumptives. J. Kircher, of Brooklyn, N. Y., has a chemical factory, and says many afflicted with consumption have been cured in a few weeks by inhaling the air. Sulphur can be evaporated on a stove. At first it increases a cough; then the person improves.

A LARGE GOLD BAR.—The Bank of California lately received a bar of gold weighing 511 1-2 pounds troy, and valued at \$114,000. Its length was 15 inches, width 6 inches, depth 7 inches. It was shipped by the North Bloomfield Hydraulic Mining Company, of Smartsville, Nevada County, California, and is said to have been the largest gold bar ever cast in the United States.

BABYLON.—A cylinder with inscriptions was discovered at Sipara. It has been deciphered. It was written by Nabonidus. This records that Nabonidus undertook to repair an old temple; that he dug down eighteen cubits, found the cornerstone or cylinder of the builder of the temple (Narau-Sin.) Of this he says: "No King before me had seen this for 3,200 years." Nabonidus lived 550 B. C., so that Narau-Sin lived 3,750 B. C. This startles the historians.

WOMEN AS DENTISTS.—The papers tell us that a Miss Detchon had received a dental diploma in Philadelphia and had begun practicing her profession. Mrs. E. Jones Young, in New Haven, has been engaged in the practice of dentistry for over twenty years. Mrs. D. Bullock, of Hartford, is a very skillful dentist, and can make a plate of teeth as quickly and as well as any dentist. In Philadelphia Mrs. Lizzie E. Pepper has been quite noted for years. There is a lady dentist in Chicago. Mrs. Anna Riley is engaged in dental business in Ohio. Queen Victoria has a lady dentist attached to her court, Mrs. Dr. Ruby E. Clifford; and there is a lady dentist in Vienna—Mrs. Dr. Anna Van Daenning—who has three lady assistants at work in her laboratory, and whose own time is taken up in operative dentistry. It was reported that her practice is worth \$12,000 per annum.

ENGLISH AND EGYPTIAN ARTILLERY.—General Wolesley, at a banquet in his honor, said, in respect to the campaign in Egypt: "That no nation could afford to fall behind other nations in the inventions of the day, and the nation which did, had nothing before it but disaster staring it in the face. I cannot conceive a greater folly than that a government should stand still from motives of economy, waiting until something better might be discovered and allow its army to be armed with an



inferior rifle or an inferior gun, when they knew that other nations possessed superior weapons. I know no greater treason that could be committed by a government." How true this is of education. That nation that is the most intelligent is going to win.

**LEAF COPYING.**—Take a piece of thin muslin and wrap it tightly round a ball of cotton-wool as big as an orange. This forms a *dabber*, and should have something to hold it by. Then squeeze on to the corner of a half-sheet of foolscap a little color from a tube of oil paint. Take up a very little color on the dabber and work it about on the centre of the paper for some time, till the dabber is evenly covered with a thin coating. A little oil can be used to dilute or moisten the color if necessary. Then put your leaf down on the paper and dab some color evenly over both sides. Place it then between the pages of a folded sheet of paper (unglazed is best), and rub the paper above it well and all over with the finger. Open the sheet remove the leaf, and you will have an impression of each side of the leaf. Any color may be used. Burnt or raw sienna works the most satisfactorily.

### NOTEWORTHY EVENTS.

Jan. 21.—A California express train on the Southern Pacific Road was dashed to pieces near Tehichipa; twenty persons killed and many injured.—The steamer *Cimbria*, of the Hamburg-American line, was sunk by the British steamer *Sultan* in the North Sea; nearly 450 lives lost.—Wm. A. Seaver, the original editor of the "Editor's Drawer" in *Harper's Magazine*, is dead.

Jan. 22.—A new line of steamers is to be started between Belfast and the United States.—Prince Charles, of Prussia, is dead.—The revolution in Ecuador, S. A., continues.

Jan. 23.—The ship *Vorwarts* has been sunk off Liban; eight persons were drowned.—Gustave Dore, the French painter and designer is dead.—Dr. Geo. M. Beard, the physician and author and Prof. Alonzo Crittenden, Ph. D., of Packer Institute, Brooklyn, are dead.

Jan. 24.—There is a gigantic ice bridge at Niagara Falls, the most beautiful of any formed there for years.

Jan. 25.—A winter carnival is being held in Montreal this week.—A beautiful ice palace has been built, and the city is the scene of great festivities.

Jan. 26.—Lord Greville is dead.—Berlin rejoices over the silver wedding of Prince Frederick William.—The Peruvian Assembly, at Cajamarca, have passed a resolution to treat with Chili for immediate peace with Bolivia.—The U. S. Naval Appropriation bill was passed by the House.—The annual meeting of the National Association for the Protection of the Insane and the Prevention of Insanity was held at Philadelphia.—More than 100 acres of the town of Wilkesbarre, Pa., have sunk a couple of feet. It is thought to be caused by the falling of props in an abandoned coal mine.—The evidence in the Star Route trial is damaging to ex-Senator Dorsey.

Jan. 27.—Gunpowder works near Liverpool have exploded, causing some loss of life.—A fire broke out in the Milwaukee Female College; the students escaped without injury. Loss \$10,000. At another fire in the same place four firemen were fatally injured.—A fire at Omaha caused a loss of \$80,000.

### GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

LIFE is not so short but there is always time for courtesy.—EMERSON.

It is the determined purpose that hews out results.—H. M. STORRS.

LITTLE minds are tamed and subdued by misfortune, but great minds rise above it.

WE can easily manage if we will only take each day the burden that is appointed for it.—JOHN NEWTON.

THERE is more knowledge to be acquired from one page of the volume of mankind, if the scholar knows only how to use it, than in volumes of antiquity.—GOLDSMITH.

THE man who is simply and steadily faithful to his present discoveries will soon see more; and he carries an urn of light within himself which shows his way and his work.—C. G. AMES.

WHAT men need is as much knowledge as they can assimilate and organize into a basis for action; give them more and it may become injurious.—PROF. HUXLEY.

OH! there are golden moments in men's lives,  
Sudden, unlooked for, as the little clouds  
All gold, which suddenly illumine the gates  
Of the lost sun.

THE best rule by which to go through life with beautiful manners, is to feel that everybody, no matter how rich or poor, needs all the kindness that others in this world can give.

### EDUCATIONAL NOTES

#### NEW YORK CITY.

THE Board of Education met Jan. 17. Mr. Schiff offered a resolution directing the discontinuance of the colored schools in the city on July 4th next. He said: "The support of separate schools for colored children is an unjust burden on the taxpayers, who have to pay \$25,000 or \$30,000 to maintain an unnecessary system. It would save this if the colored people were distributed generally throughout the public schools. The separation of the races is against the spirit of the Constitution, and furthermore the colored schools are not doing efficient service." Mr. Wood supported the resolution; he said: "I endorse the sentiment that schools are designed for the benefit of the pupils, and not the teachers. The colored teachers have been immensely overpaid for their services, and the children have suffered because of their imperfect tuition. If we amend the resolution so as to provide for the discontinuance of the separate school on Aug. 31st, that is all the colored teachers can reasonably expect. For fourteen years I have been of the opinion that the colored schools are unnecessary." Referred to committee.

School Inspectors McL. Agnew, Kimball and Cunningham presented a report. The report says: "There should be an additional teacher in every primary school and department. The classes are too large as now allotted to individual teachers. We ask the Board to consider the propriety of equalizing the salaries for performance of the same service in the grammar and primary departments. While the labors of the teachers in the latter are more onerous, their pupils being more numerous, they receive much less pay for their work. We can see no reason for this discrimination."

THE Board of Education met Jan. 31.

John T. Huggins (Third Ward,) J. Bellows (Tenth,) W. W. Walker (Fifteenth,) J. B. Chambers (Nineteenth,) C. J. Thompson (Twenty-first,) were appointed trustees.

When the Finance Committee came to consider the deficiency, it was moved to go into private session. This considering that the subject is of public importance, is inexcusable. The Board of Estimate were asked for \$4,000,000, but gave only \$3,750,000, and devoted \$450,000 for new buildings. The Board of Education have revised their expense-list and find a deficiency of \$49,565, to which must be added \$60,000 to \$90,000 for general repairs. The private session lasted until eleven P.M. It had been decided to close the colored schools after May—\$18,000; dismiss all teachers of special subjects after March—\$57,000; reduce the expenses of the Board—\$2,500; Normal College—\$1,000; Clerks to Trustees—\$2,000; and then two per cent on all salaries.

THE BOARD OF EDUCATION asked for enough money to run the schools for 1883 on the basis of 1882. The Board of Apportionment gave less by \$120,000; the only remedy seems to be by cutting down the salaries of the teachers. The *Herald* says:

"It is impossible to find any good reason for the action of the Board of Apportionment by which the appropriation for the public schools has been cut down one hundred and twenty thousand dollars. The schools are fully as well attended as ever and the prospect is that the average attendance during the ensuing year will be even larger than that of last year. The work of the teachers will therefore be as great as ever if not greater, and it is conceded that most of them, especially the female teachers in the lower grades, are underpaid. To say that the Board cannot avoid the proposed course is begging the question entirely, and it comes with a very bad grace from a body that recently increased the salary of the president of the Normal College from five thousand dollars to seven thousand five hundred dollars and proportionately the salaries of other prominent persons in the employ of the Board or under its nominal supervision. If there must be a reduction let it begin at the head of the column. To make the teachers who do the hard work in the schools suffer is not economy, it is rank injustice; and we have yet to hear of the taxpayer who has asked that the teachers' pay be reduced."

#### ELSEWHERE.

JERSEY CITY.—The High School under Prof. Barton is in a most flourishing condition; we doubt if in any other city of its size (over 100,000,) the people say so much of its High School. Every family seems to know and appreciate it.

KENTUCKY.—This State is soon to have a colored Normal School. The State Board of Education has decided that colored teachers must have the same qualifications as white teachers, and that the length of terms, the course of study and the payments of teachers must be the same in the colored as in the white schools.

OHIO.—The Hamilton County Teachers' Association discussed the question of certificates in a pretty thorough manner. They are getting tired of being examined over and over. They propose to have a new plan—to have a course of study fixed for the teacher, and that they be examined on that, and when it is finished there be no more examination.

PENNSYLVANIA.—The annual session of the Montour Co. Teachers' Association closed on the 5th inst. Miss L. E. Patridge of Philadelphia rendered efficient service. Her platform talks on several practical topics were highly appreciated. She is of pleasing address, graceful, full of energy and earnestness. Her Wednesday evening lecture on "We Girls" was listened to by a large and appreciative audience. A warm welcome will be hers when she comes again.—*Danville News*.

MASSACHUSETTS.—At Laselle Seminary four lectures on the "Principles of the Common Law" will be given. Prof. Bragdon says: "The practical ignorance of many women of the simplest elements of financial security and of ordinary business forms was not unusually illustrated by one who, having been seen to destroy the receipt after paying a bill, was questioned as to her reason. 'I always like to feel sure that it can't come up again,' she replied gravely. We can well accept the assurance that the lady was 'very intelligent and highly educated,' since the so-called higher education and much of the public school education as well, is so often found wanting in adaptation to the needs of practical life."

PROF. ALONZO CRITTENDEN.—The death of Prof. Crittenden took place Jan. 23 in Brooklyn; he was eighty-two years of age, and had been at the head of Packer Collegiate Institute since 1853. He graduated at Union College and engaging in teaching, became the principal of the Albany Female Academy; in 1846 of the Brooklyn Female Academy. This latter was destroyed by fire, and then Mrs. Harriet L. Packer gave five thousand dollars to found the institution that is named after her, and Mr. Crittenden became its president. Mr. Crittenden was universally beloved. Engaged so long in the education of young ladies, he was widely known; he was a man of large heart and took a deep interest in his work. Mr. Crittenden has been very active; he was able to visit the school regularly until Jan. 3, when his last visit was made, owing to prostration of strength. The funeral took place in the chapel, and in his memory exercises of a suitable character were held.

IOWA.—The Marshalltown schools held an industrial exhibition. Articles made by the pupils, collected or prepared by them, were placed on exhibition and committees from citizens invited to inspect them and award honors for first and second best in the different classes. The students of the High School, in addition to the display of industrial articles, gave a supper entertainment, the proceeds of which were used in defraying the expenses of apparatus lately added to that department. Art Department: 1. Painting in oil; 2. Painting in water colors; 3. Pen and ink drawing; 4. Crayon drawing; 5. Pencil drawing—original design; 6. Pencil drawing—from nature; 7. Pencil drawing—from copy; 8. Pencil drawing—instrumental; 9. Pencil drawing—to illustrate studies; 10. Blackboard drawing; 11. Penmanship. Mechanical Department: 1. Scroll saw work; 2. Printing press work; 3. Mechanical contrivances; 4. Wood-carving work; 5. School apparatus; 6. Miscellaneous. Collection Department: 1. Minerals; 2. Botanical specimens; 3. Natural history specimens; 4. Woods; 5. Stamps; 6. Cards; 7. Cones; 8. Miscellaneous. Fancy Work Department: 1. Embroidery; 2. Crocheting; 3. Canvas work; 4. Cardboard work; 5. Applique work; 6. Wax work; 7. Fancy work; 8. Crazy patchwork; 9. Miscellaneous. Household Economy Department: 1. Bread; 2. Baking powder biscuit; 3. Plain cake; 4. Layer cake; 5. Cookies; 6. Pies; 7. Caudies. Sewing Department: 1. Hand sewing; 2. Machine sewing; 3. Darning; 4. Mending; 5. Button holes; 6. Sewing on buttons; 7. Plain knitting; 8. Plain patchwork.

RUTGER'S FEMALE COLLEGE.—The day of prayer, Jan. 23, was observed in the beautiful new building No. 58 West 53th Street. The President, Rev. Dr. Burchard, presided and read the Scriptures and offered prayer. After singing by the young ladies, an appropriate address was delivered by the Rev. Mr. Trowbridge of the Methodist Church. He was succeeded by the Rev. Dr. Martin of the New York University, who spoke concerning the importance of practical and experimental religion. Rev. Dr. Hall, of the Fifth Ave. Pres. Church, followed in a stirring address on the "best things," urging their pursuit and acquisition, even to the utter



neglect of the vain, the transitory, the superficial. "Many things," he said, "are well enough in their place, but one thing is needful, yea indispensable, to our highest weal, both here and hereafter, that *one thing* is Christ in the soul, the hope of glory. Science, art, music, philosophy and history are good, but not the best things. Mental culture is good, but the culture of the heart is better. Social position is not to be despised, but to be associated with the elite, the Chosen of God and precious is a consummation far more devoutly to be wished. Wealth may be desirable, but a good title to the incorruptible inheritance is infinitely better. Wisdom is the principal thing, therefore get wisdom; with all thy gettings, get understanding." The exercises, which were deeply interesting throughout, were closed with prayer by the Rev. Dr. Worrell of the Thirtieth St. Pres. Church. All parents, patrons and pupils felt it good to be there, and that the hour had been most delightfully and profitably spent.

BROOKLYN.—One of the most imposing public school buildings in Brooklyn is No. 89, at Sixth avenue and Eighth street, Brooklyn, near the site of the new Seney Hospital, and it is the only grammar school remaining in the city that has not a male principal in control. It is run entirely by women. The rose bushes, vines and trellises in the little grass plot in front of it show a woman's taste, and when the front door swings open there are pictures, etchings and prints in oak frames scattered over the wall, that awakened keen interest all the way up the stairs. In a corner of the hall on the top floor is a case of books of travel and adventure, and a collection of attractive prints mounted on cardboard. Passing through a class-room filled with bright faces, the visitor steps upon a platform. Ground glass sliding doors are rolled aside by the pupil and there at a desk stands a young woman who is in command of the school. She is dressed in brown silk and has a knit jacket pinned over her costume. A bronze tray and inkstand are on her desk and a leopard skin is thrown carelessly over the back of her revolving chair. Two large hanging baskets filled with green plants, swing before the windows. Old engravings and paintings adorn the wall. Bric-a-brac and antiques are scattered about. A Bokhara rug is on the floor and the moulding of the wainscoting is strung with periodicals and magazines, while books fill every cranny and nook, portfolios of pictures burden walnut racks and a collection of natural curiosities fill a cabinet against the wall. The principal is Miss Harriet N. Morris, the daughter of a woman farmer in Ohio—a young woman who kept house for herself when she went through college at Marietta, O., and who has been busy since maidenhood lecturing, inciting, traveling and teaching, unmindful apparently of the existence of a co-ordinate species of mankind in pantaloons.

There are 1,500 pupils in the school and Miss Morris is at the head of twenty-six teachers. She receives \$1,800 for doing the same work for which male principals receive \$2,750. Before her on the desk is a mass of illustrated compositions. "This is a little idea of my own," she says as she points to them. She has the pupils draw upon the margin of a sheet of foolscap paper the figures of animals about which they are asked to write.

There are three floors to the school building, upon each one of which there is a young woman as a head of the department. Each class-room shows a woman's work. The lower panels on the sliding glass doors contain engravings, which by way of diversion are used as topics for little talks. Upon the wall are cardboard designs in vivid colors, and small square pieces of colored material are disposed of, that the children may have correct eyes for different colors and shades. There are portfolios in the various class rooms, containing engravings mounted on cardboard with starch paste. Little cabinets containing curiosities are in several rooms; one contained some of the sand over which the English army marched in pursuit of Arabi. Pictures of Arabi are about the school, and the boys have followed his trial with eagerness. One class had Mayor Low for a biographical topic, and the boys knew all about him. There were several hornets' nests, some stuffed animals and bits of quartz and metal ore in some of the cabinets. One blue-eyed teacher had a cotton twig, full of bursting pods, which she was using as a theme for a talk to her class. Seeds were sprouting in pots in the windows and globes were ready for some goldfish. Mottoes, cut from brown cardboard, were tacked on the wall. There were framed geometrical designs made and colored by the children. Upon the primary floor was a tall, robust young woman, Miss Simmons, who several years ago went with Miss Morris to Europe on a trip to get new objects of interest for the school. She had devised an arithmetical design

with a bit of silicate slate in the center. Figures were placed in this with a piece of chalk, and children were taught to make combinations with other figures in a circle about it. There was a large clock-dial with hands to teach the infants how to tell the time. Immense portfolios of mounted pictures were at her side. It was recess and a group of little ones were looking over the pictures. In little cambric bags at each seat were hundreds of red, white and blue shoe pegs which the children were taught to use in addition and subtraction. Boys were reading story books, collecting material for letters to the principal describing trips to distant lands. In one room blue buttons were strung upon a wire like billiard markers to teach arithmetic. The principal had a post office for correspondence with the children, and to their letters from Iceland she was mailing others, bearing the big yellow seal used by lawyers, as postmarks, from the land of the midnight sun. Big colored pictures of animals were displayed on the wall and the lisping ones could tell whether they were quadrupeds or bipeds, vertebrates or invertebrates, and so forth. The children appeared bright and healthy and intensely interested in their work in an attractive school.

"Where do you get the money for these adornments, books, magazines and pictures?" Miss Morris was asked.

"Out of my own little purse," she said, tapping the pocket of her dress.

## LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I wish to have Col. Parker's words explained: "Examinations may be made the greatest curse of school methods, or the greatest blessing." "Unity in principle, unity in individuality is life." "The purpose of examinations by Superintendents is to find out what the teachers know, and not what the children know."

(The writer of the above wrote his name and then scratched it out and put "Inquirer" down. Why was this? Probably he thought his name would be paraded, and thus his modesty be shocked. We know the teachers are modest. We do not print the names—usually. The true way is to sign name and then say, "Don't use name." As to the inquiries above we say: (1) Col. Parker speaks in an epigrammatic manner; he condenses truth as far as possible. (2) The truth of these sentences cannot be questioned. Examinations are good to a certain extent. The Irishman saw on his pill-box: "Six pills in a dose." He thought twelve pills would do twice as much good as six pills; his logic proved to be poor. We are getting too much of examinations.—Ed.)

Do you not think a school of three rooms should have a regular course of study adopted, compelling pupils to finish certain studies before going to another room? If so, can you give me a course for such a school; the highest branches taught are the second parts of algebra and geometry; also, would you advise the introduction of Latin? O. L. R.

(Every school even with but one room should have a fixed course of study. Unless you mean to have a High School in one of the rooms, do not put in algebra, geometry or Latin. If you mean to have a High School you can include algebra, geometry, physiology. You have not the means of teaching Latin to advantage I judge. A course of study will be published soon.—Ed.)

## A WHISPERING PREVENTIVE.

When a teacher has given his pupils plenty of work, if he has spoken of the evils of whispering and has created a sentiment against it, all that remains to be done (judging at this distance), is to give those well-disposed pupils the moral support of a pair of active eyes. No pupil in a school with a sentiment against whispering, whispers with the teacher's eyes "looking right at him." Teachers, then, can stop whispering by keeping their eyes on their boys and girls. That's what a teacher's eyes were made for. This, during recitation, it is claimed, is impossible. With his lesson properly pre-

pared, a teacher will not find it so. Trial, however, is the best test, and for this the above is most heartily recommended.

(This is in answer to "A Problem" proposed by "Inquirer" in SCHOOL JOURNAL, Jan. 6.—Ed.)

The winds which carry the rain clouds that water the northern part of the great central places of the United States, blow from what part of the compass?

E. J. R.

(The winds that rise in the equatorial regions are hot, and are thus able to hold much moisture. They rise and move towards the north—now we speak only of the northern hemisphere—to take the place of the winds that have rushed towards the equator. If the earth stood still we should then have a warm, moist south wind and a cold, dry north wind. But the earth revolves, and hence the south wind becomes a south-west wind. This wind, laden with moisture, descends about the latitude of 30 degrees where this is met by a cold current from the north; it condenses the moisture and rain ensues. All of the rains on the plains arise from this source; see Maury, Guyot, etc.—Ed.)

What is meant by the Quincy System of Education?

F. H.

(More has been published about the Quincy system [so-called] in this paper than has appeared elsewhere. Col. F. W. Parker, Supt. of the Quincy schools says: "The SCHOOL JOURNAL best reflects the ideas I have attempted to set forth." There is really no new method claimed. Methods that best exemplify the principles of education were employed by Col. Parker at Quincy, and this gave great repute to the schools there. Every teacher that would go from them has been invited away at high salaries. Read this paper carefully and you will know about the Quincy method; whether you can use it is another thing; you must know the principles of education as well as the methods.—Ed.)

Which of the two words "funnel" or "tunnel" will be better—more euphonic—in better taste—better rhetoric in this sentence: "Shall I say it was funnel-shaped" or "It was tunnel-shaped" in speaking of the shape of a light, or of a reflected light on the sky?"

L. P. F.

(The word "funnel" is coming into use to designate a cone-shaped vessel used to convey liquids. The word "tunnel" is evidently to be confined to mines and rail roads. In this unsettled stage some will take exceptions to funnel—but we do not.—Ed.)

(1) Where are the best schools in methods? (2) Is there a grammar which makes a specialty of the participles and infinitives?

R. A.

(1.—A real normal school should be a school in methods, but too often they devote their strength to drilling in the subjects of study. The normal schools usually teach no methods to any but the graduating class—a great mistake. It is hard to say which are the best; that at Oswego, N. Y., has achieved a wonderful amount of good by giving methods a prominence. (2) Brown's Grammar of English Grammars will probably discuss those subjects to your satisfaction.—Ed.)

What assistance should pupils have in the preparation of a lesson?

C. J. M.

(As a general rule the pupil should have no assistance. He should know what he is to do; it should be in his power to do it, and then he should be encouraged in his work. This is the general rule, but the teacher should know how to apportion the work, so that it is easy, gradual and progressive. Assistance, meaning help in doing it, should never be given; the pupil must do his part.—Ed.)

I have often felt a great inconvenience when reading your notices of new books in the JOURNAL and INSTITUTE, that you did not give, in connection with each book reviewed, the price. To me, at least, this would add greatly to the value of these notices. I have, as you know, good words and them only for your papers.

GEORGE GRIFFITH

(The prices are seldom ever omitted in our notices when they are furnished by the publishers.—Ed.)



What are your views in respect to literary exercises?

(We understand "literary exercises" to mean recitations, dialogues, etc. Within proper limits they are valuable and necessary. Colleges, Academies, High Schools, etc., have tested them for a hundred years: they still continue them. The objection made is to their abuse. (1.) Frivolous dialogues, etc. (2.) Using up of school-hours. (3.) Want of training, etc., so that the pupils do not make a good appearance. If these are properly attended to literary exercises are very beneficial.—Ed.)

On the 127th page of Barnes' Brief History of the United States, in a brief sketch of Benjamin Franklin's life, the author says he was born in Boston, 1706, N. S. What does the N. S. stand for? If for "New Style," what does "New Style" mean? What is "celluloid" made of? A. M. J.

(N. S. does mean "New Style." In 1757 an act of Parliament was passed that eleven days should be omitted after Sept. 2, 1752. Franklin was born Jan. 6, 1706, that was in O. S.; in N. S. it will be Jan. 17. Celluloid is made of camphor and gun cotton.—Ed.)

I like the plan of publishing songs in the INSTITUTE. My pupils have learned "Winter Song," "The Brook," and "Christmas Bells." Cannot we have a song every month? W. of Ill.

(We have attempted to select pleasing music for the school-room. We shall add more, probably one each month. We are glad of suggestions and appreciation.—Ed.)

I have been teaching over twenty years, and during that time I have taken several educational papers, but your paper is the best I have seen. I could get along without the others, but not without yours. Don't stop it; I shall take it as long as I live. ALONSO MARTIN, Captina, Ohio.

Is the word "Quincy" or "Quincy Method," pronounced as spelled, or does the "c" have a "z" sound? 2. At what town is the Cook County Normal School situated? F.

(1. The "c" has the sound of "z" in lazy. 2. At Normalville, Cook County, Ill.—Ed.)

Can any one but a normal student contend for one of those temperance prizes? A. P.

(We understand the prizes are intended for normal students and not normal graduates.—Ed.)

Tell me how to determine the length of a degree of longitude upon any parallel of latitude, north or south from the equator. X.

I send you my subscription. It is the best spent money I spend except other money spent for the same purpose. I would take the paper if it cost twice what you charge. CAMP. WARY, Wallsburg, Utah.

Your paper should be in the hands of thousands who are blundering along in dark places. I prize it highly. S. S.

THE INSTITUTE is indispensable to me, words fail to describe the benefit I have derived from it the past two years that I have taken it. E. H. P.

Is it right to say "there are an abundance of them." See Dec. No. TEACHERS' INSTITUTE. J. (No matter where it is, it is bad grammar.—Ed.)

Teachers complain that their pupils count when adding. To stop them lead pupils to see and know that 5 and 4 are 9, then that 15 and 4 are 19; 25 and 4 are 29; 35 and 4 are 39.

Power, in its quality and degree, is the measure of manhood. Scholarship, save by accident, is never the measure of a man's power.—J. G. HOLLAND.

Good books fill the mind with noble and graceful images, and stand by us in all vicissitudes; they are comforters in sorrow, nurses in sickness, companions in solitude; old friends never seen with new faces; the same in wealth, in poverty, in glory in obscurity.

## EDUCATIONAL MISCELLANY.

### THE DOCTRINE OF EVOLUTION.

(It is apparent that more and more thinking people embrace the doctrines of evolution; they believe that evolution is the method of nature; and the protests of the religious sentiments have not been able to stay the progress of opinion. These protests, however, are based on the supposition that evolution means self-evolution. But such an interpretation of evolution is unnecessary. It cannot be defended. The doctrine of evolution is simply a statement of fact concerning the method of the succession of events of the natural world. Dr. Winchell explains this well as below.—Ed.)

But scientific writers speak of causes. They tell us that such and such modifications of structure are produced by such and such conditions or antecedents. How is such language to be reconciled with the statement that evolution has nothing to say about causation? It is important to be borne in mind that the word *cause* is employed in literature in two senses. By *cause* the scientist means only a uniform antecedent. But every one immediately understands that mere antecedence is insufficient. Some *efficiency* must be exerted in the preceding term which passes over into the following term. There must be a bond connecting the two which is more than simple successiveness. This is the other conception of *cause*. This is the conception of real and only *cause*. The scientific conception of the *cause* is merely that of uniform antecedence among material phenomena, and is therefore not a conception of true efficient causation at all.

Now, all real efficiency originates in *will*. Our own experiences teach that every result attained in the realm of human activities proceeds from human volition. Tools, machinery, the elements of nature,—these are only intermedia which will employs for the accomplishment of its ends. All the eminent authorities concur that the same conclusion must be applied to events in the natural world. All its phenomena are the products of some causal volition.

But the mere fact of volitional causation implies much more. The exercise of will implies a real being, possessing such an attribute. The effects to be produced must be first conceived or apprehended. This is an act of intelligence. The suitable condition must be chosen; appropriate instrumentalities selected. These are other acts of intelligence. The premeditated effect must be desired; there must be a motive for producing it. Motive and desire belong to the emotional nature. Finally, the exertion of will for the effectuation of the result completes the circle of attributes constituting personality,—that is, separate, self-sustained existence. Intellect, sensibility, and will are the three movements of our own personal being.

Now, to apply this analysis to the organic changes which sometimes take place in animals and plants, we must keep clearly before the attention the discrimination between the *fact* of an evolutionary mode of succession, the *conditions* under which it is effected, the *instrumentalities* employed in the effectuation, and the *cause* whose efficiency employs the instrumentalities under the conditions to make a given effect a fact of nature. It is plain that when an animal comes into possession of a modified structure that structure has grown. The result has been attained through the action of the growing forces. A denser covering of fur may have come into existence in connection with the advent of a colder climate. The change in the climate is the *condition* to which the organism becomes adapted, and the changed action of the vital forces produces the adaptation. But the physiological activities within the animal are themselves only instrumental. They are merely physical activities, directed to certain ends. They do a work not planned by the organs. These facts point to the existence of some real cause yet undiscovered. It must be an immaterial cause, since the deepest scrutiny of our microscopes discloses only matter engaged in the physical activities just referred to. It must be an intelligent cause, since it selects and builds according to intelligible plans. Only intellect performs such works. Manifestly, then, some intelligent

and immaterial cause employs the physiological forces to build the organism according to certain methods, into such growths as shall be best suited to the external conditions under which the animal lives.

The theological deductions from such a scientific conclusion follow immediately. There must be a first cause. The immaterial cause operates in nature must act *constantly*, not periodically. The world was not created in some beginning, and set running like a clock. Sustaining power is needed in the world. This view is maintained by eminent authorities in science and philosophy. The cause of the world is possessed of attributes co-extensive with the origination and maintenance of the visible universe. This to us means a body of infinite attributes, but the metaphysical infinity of the first cause is reflected in our necessary intuition of the infinite.

Thus evolution is a world-embracing plan expressive of mind. It lifts us to the highest possible apprehension of the wisdom and power and unity of the Supreme Being, and brings us into the most intimate relations with the Father of All in all the phenomena of the natural world, and all the experiences of our daily lives.

MACHINERY AND LABOR.—Mr. Edward Atkinson says that it takes 160,000 men, women and children to make the cotton cloth, the use of which is now enjoyed by the people of the United States, who are the best clothed people in the world. If those who do this work were obliged to use machinery no more effective than the spinning wheel or hand loom, it would require, he computes, 16,000,000 persons continuously employed ten hours a day to do the necessary work.

According to the view of a certain class of self-called "labor reformers"—of whom we hear less now than formerly, and less than we are likely to when hard times come again—modern labor-saving cotton machinery must be depriving 15,840,000 men, women and children of steady work; the "reformers" would assume, remunerative work.

Where are they, what are they doing? In every department of productive labor machinery has been and is having a corresponding effect. The displaced millions of mythical hand workers cannot have starved to death, or have been otherwise exterminated, for there has been a rapid increase of population in all manufacturing countries, and the average length of human life is greater than it used to be.

The obvious truth—obvious, that is, to all who can see things as they are—is, that so far from displacing labor, or the demand for it, labor-saving machinery furnishes more and more varied opportunities for remunerative work, larger pay for the worker, and cheaper products for the worker to enjoy.

Machinery increases the cotton worker's capacity a hundredfold, cotton cloth is cheapened, and, as a natural result, a hundred times as many people can afford to use cotton and more of it. And a similar effect is produced in every other department of productive labor.

The anti-machinery argument holds good only on the assumption that savagery—which in our climate means incessant toil with nakedness, hunger, indifferent shelter, and general misery—is better than limited labor, made efficient by steam power and machinery, and surrounded by all the comforts that labor brings where labor is aided, as it is with us, by the fruits of a century of accumulation and invention. If any workman, or class of workmen, remain as badly off as savages are, it is wholly because of their choice to lead the lives of savages, or worse. Intemperance and improvidence, the great sources of misery in industrial communities, are not produced by machinery.—*Scientific American*.

Chancellor Pruyn (presiding officer of the Board of Regents of New York State, which body, we will say for the uninitiated, supervise the academies of the State and distribute \$40,000 among them annually) traveled in Europe as "Chancellor of the State of New York," and received marked attention. It was believed he was superior, even, to the Governor.



## FOR THE SCHOLARS.

## FRIEDRICH HECKER.

The German citizens of St. Louis, have recently erected a monument to the memory of Friedrich Hecker, as a tribute of love and patriotic admiration to one who risked life and property in the endeavor to found a free and united Germany. He was born at Eichersheim, in the Grand Duchy of Baden, September 28, 1811. He gained the reputation of an industrious student, and later of a painstaking and conscientious lawyer, whose services were constantly in demand. In 1842, he was elected member of the Lower Chamber, and at once became the soul of the opposition to the government, but finding few of his way of thinking soon resigned his seat. Six years later he was chosen to his former position once more; he preferred a republic to a monarchy and declaring this and trying to realize it he was obliged to flee to this country and settled on a farm near St. Louis. After he left it seemed for a little time as though a republic would be formed, and he was invited back, only to witness the flight of the republicans into France. So he hastily embarked once more for America, and achieved prominence in politics and also in the army in the Civil war. In 1873, he visited Germany and was warmly received. Great changes had taken place; not a republic indeed, but a united country he saw, with many alterations and improvements. He felt that the dream of his youth was realized in the part at least. His efforts, though unsuccessful had led to changes so great that his admirers felt he deserved a monument.—*Scholar's Companion.*

## THE NEW YEAR'S EXHIBITION.

BY HAROLD STANTON.

The trustees had finally given permission to use the school-house, and then the big boys and my two sisters and some of the other girls were all excitement about the play they were going to give New Year's night. For nearly a month back every minute of recess and noon-time had been taken up in talking about it. I wasn't nearly old enough to take part, but Jack Joyce said I was "kind o' smart for a little chap, and I could be a supe." I knew that Jack meant a "supernumerary," and that meant to help fix the stage. I was tickled to death. For three or four days I hung around Jack all the time I could get out of the school, to know what I should do. I guess I bothered him a little, for he finally said, "Ted, you're a pest; if you don't let me alone I won't let you even come to the exhibition, let alone doing anything in it. I'll let you know when we want you, and then what for." I was pretty well crushed, and was particular enough about keeping out of Jack's way after that. But when he told me it was time for the rehearsals, then I was active I can tell you. I got to feeling real set up, and knew that the play just couldn't go off without the "supe" was there.

At last the night came, and as I saw the people pile into the hall I began to feel awfully nervous about my part. There was Lawyer Condit and his wife, Dr. Dayton and his family. [Yes; all the big guns of the place had come to the exhibition, and I was "supe."]

The first scene was three girls receiving New Year's calls; it had some point to it about old friends returned. Well everything went off pretty well until I was to bring in the fiddles for a dance, and I don't know how it was, for the fiddles were laying right there. Mollie said, "A dance, my friends, for the good old times," and I rushed in with a bull's eye lantern that was meant for the third act. Well, Jack turned that off pretty well, but I was all cut up and so excited I didn't know what to do. Tom Darcy was behind the scenes, and seeing my blunder, he took in the fiddles, and the rest of that scene went off very well. Jack looked me like fun when it was through, and I grew more excited than ever. During the second scene I was to go in and announce: "The Right Honorable Governor James, ladies and gentlemen." When the time came my knees shook so I could hardly manage to get in, and then I blurted out: "The Tight Honorable Governor Games, friends and fellow citizens." My voice was to have been loud, clear and commanding, so I just about screamed it out, and the audience laughed ready to split, while Tom dropped the curtain.

By this time the players were all mad at me. Well, the next scene went on very well, and I began to feel better. The fourth was just splendid, and Jack was like a real actor in his part. It had come to the crisis. The others were all grouped around just right, and Jack lifted his hands to Heaven and was crying, "Oh,

for a little hour to undo the wrong of a life," when the piece of scenery I was leaning on gave way, and it fell plumb on poor Jack. It was only painted muslin, and my weight sent it with such force, that Jack's hands and head, went straight through. He was so stunned that he did not move, and the audience just roared at the whole situation.

I don't take much stock in school exhibitions now; somehow things that I have a hand in don't go off smoothly, and I have learned to keep out where others can do better.—*Scholar's Companion.*

## A LOAF OF BREAD.

The first plowing a farmer does in the spring is for the wheat. Then grain is immediately sown, and in about two weeks the tender green blades are out of the ground. By August the stalks have grown up and the wheat is in ear; the soft, greenish white kernels have hardened, and the July sun has given both ears and stalks a bright, gold color, deepening to a rich brown at the top. If storms have not come to lay it down so one side could not ripen well, it is ready to cut by the first or second week in August. Then the workmen with wonderful reaping machines sweep down the graceful grain and tie it up into bundles. These are stacked up, and finally carried to the barn; then, in due time, the threshers come and the doors at both ends of the barn are opened and the wheat is undone from the bundles, and fed into the threshing-machine at one end, and all the stems or straw come out in great billows at the other, while the precious grain is caught underneath. The straw is used for making beds for horses, stuffing mattresses, packing breakable goods, and multitudes of other things.

The grain is sent to the mill, where it is ground between two stones, and the bran or brown husk separated from the white, powdery substance inside. Then we have the flour, which is put in sacks for the farmer, or sold to the bakers. In large mills it is put up in barrels and sent to all parts of the country. The bran is used for cattle food, and for various other purposes. From the mill the flour goes to the baker.

A few years ago in England, it was thought that there was never such sweet bread as came from the great brick ovens. Some of these were so built that a wood-fire was made inside, and allowed to burn until the oven was thoroughly heated, when the embers were taken away. Meanwhile the baker saw that all his materials were ready; that is the flour, water, yeast, and salt. The yeast, or barm came from the brewers. It is froth that collects on newly brewed beer during its working or fermentation. This is what makes the bread light.

The baker would first take the regulated quantity of flour for his regular "batch" of bread; after this was put into a clean bread-trough, the salt and water would be added, and with quick, light hands he would knead the whole into a stiff paste. Then exactly the proper quantity of yeast would be added, and the whole set aside to ferment. When the yeast ferments in bread, the starchy part of the flour turns into sweet or saccharine matter first, then very soon into alcohol and carbonic acid. Thus carbonic acid gas is produced, which escapes in little bubbles, making the little holes which we always see in light bread. After the fermentation the baker put a cloth over the trough and allowed the dough to remain until it began to rise or swell, when it became time to divide it into loaves. He then would take one large lump after another out of the trough, and weigh it in the scales near by. Two pound loaves would be placed side by side, in squares of six times six and twelve times twelve; four pounds arranged in a similar way, and then if the oven was the proper heat, the loaves would be put in and the door shut. The loaves were put in and out with a piece of flat iron having a long handle called a *peel*, the Saxon name for *shovel*. An experienced baker would know almost to a minute when the bread was sufficiently baked. When the door was opened a cloud of steam would generally come out and pass quickly away, which showed that all was ready. He would then draw out the loaves, split them apart, carry them into his shop and sell them to his customers. Much the same plan as this is used in large bakeries in this country now, only the fire is kept in an iron range built along side or between the great brick ovens.—*Scholar's Companion.*

## HORSFORD'S ACID PHOSPHATE

FOR WOMEN AND CHILDREN.

Dr. Jos. Holt, New Orleans, La., says: "I have frequently found it of excellent service in cases of debility, loss of appetite and in convalescence from exhaustive illness and particularly of service in treatment of women and children."

## NEW YORK CITY.

General A. C. Barnes (A. S. Barnes & Co.), has just returned from his Western trip, and appears to have improved in health by the journey.

**JOSEFFY CONCERT.**—The third concert in which Mr. Rafael Joseffy appears with Mr. Thomas' orchestra will take place Thursday evening, Feb. 8th. Mr. Joseffy will play several times; the most important work will probably be the Henselt concerto in F minor. Mr. Theodore Toedt will sing some songs lately composed by Mr. Joseffy.

**EVENINGS WITH THE GREAT AUTHORS.**—Mrs. Harriet Webb, the distinguished elocutionist, has begun a series of Wednesday evening entertainments (consisting of readings and vocal and instrumental music) at her residence, 260 West 23d Street. Beginning Jan. 17th they will continue for five weeks, and will afford those especially interested in elocution an opportunity of acquiring considerable knowledge.

**STEINWAY HALL POPULAR MATINEE.**—At the third matinee, Jan. 8th, Madame Gabriella Boema sang a recitation and aria from "Oberon"—"Ocean, thou mighty monster," and two songs in place of Miss Marion Espa, who was ill. Mr. Sam Franko played with exquisite delicacy and fine feeling a composition by Vieuxtemps for violin and orchestra. Miss Adele Margulies played a concerto of Liszt's (E flat) and a tarantelle of Rubinstein's. The orchestral selections were, "Ballet music," (Nero) by Rubinstein; "Siegfried Idyl," Wagner; overture, "My Home," Dvorak. The large gathering showed the favor with which this new enterprise is received, and the announcements for the fourth and fifth concerts promise the following soloists: Thursday afternoon, Jan. 25th, at two o'clock: Mrs. Emily P. Dodge, soprano; Miss Jessie Pinney, pianiste, who makes her first appearance; Mr. Max Heinrich, baritone. Feb. 1st: Mrs. Emma R. Dexter will be the soprano soloist; Mr. Theodore Toedt, tenor; Mr. Constantin Sternberg, pianist; Mr. Edward Mollenhauer, violinist.

**THE AMERICAN WATER COLOR SOCIETY.**—The opening Jan. 26, is encouraging; about six hundred pictures being hung. There are many things to be said about this display. The question of what a water color is or should be, is not yet settled; there are the impressionists who give you blotches, there are those who draw with color, and, finally, there are those who use water colors. The society made some bad mistakes last year, rejecting good pictures and hanging poor ones; nor has it made a complete success this year; it has admitted excellent pictures and some that are merely apologies for such. The use of so large a part of the room for etchings is inexcusable. Let the etchings have a separate place and time—surely there is interest enough in them. Among the best pictures a hasty glance revealed, are: Smedley's "A Generation Ago, Smilie," "Swamp Willows," H. P. Smith's "Old Whitby," Grisct's "Sleeping Lion," T. W. Wood's "Jump," Horner's "Tynemouth," H. B. Jones' "Twilight," Millet's "Roman Girl," Churdi's "Lion in Love," "Chrysanthemums" by Miss Kate Greatorex, sketches by Hamilton Gibson, "Helping Mama," "Tojetti"; these are among the best, but there are others possessing merit in special directions, and these will need a second or third inspection.

ONE pound of learning requires ten pounds of common sense to apply it.—**PERSIAN PROVERB.**

## GIVE THEM A CHANCE.

If the thousands and tens of thousands of weak and weary sufferers throughout the land, who, in spite of care and skill, are steadily drifting downwards, could have the benefit of that subtle and singularly vitalizing agent which is called Compound Oxygen, the help and ease and comfort it would bring to wasting bodies and depressed spirits would be blessings beyond price. If, reader, you have an invalid wife or mother or daughter or sister or any one who is under your care and dependent upon you, and to whom life has become a burden through weakness and pain, consider seriously whether you are not bound in both love and duty to give this sufferer a chance of recovery, or at least the blessing of ease from pain. You are offered the amplest means of information in regard to this new Treatment. If you can examine testimony without prejudice and can weigh evidence with judgment and discrimination, you can hardly fail to see that in Compound Oxygen there is a healing power that is simply wonderful. Let then the sick and suffering whom you care for and love and for whom you have not been able to get relief, have a trial of this new remedy. It can do them no harm and seeing what it has done and is doing in so many thousands of cases, all the probabilities are in favor of its doing the greatest good. Our Treatise on Compound Oxygen, containing large reports of cases and full information, sent free. Address Drs. STARKEY & FALEN, 1109 and 1111 Girard St., Philadelphia, Pa.



## BOOK DEPARTMENT.

## NEW BOOKS.

POPULAR SCIENCE READER. By James Monteith. New York: A. S. Barnes & Co. Price, 80 cents.

This volume presents a great variety of subjects not deemed admissible in the ordinary reader. The scope of the ordinary reader is fixed by custom. Literature and history are the main theories. But there are an infinite number of subjects besides that demand treatment, and these are presented by this author in a very interesting way. We find subjects such as observing and enquiring pupils are interested in; things in the water, on land and under its surface, animate and inanimate are described. It seeks by presenting a number of easy and interesting chapters on moral science and natural history, and by supplementing each with appropriate selections in prose and poetry by celebrated authors, to lift the thoughts and aspirations of young readers to a higher plane. Industry, bravery, perseverance, nobleness, self-sacrifice, dignity of labor, devotion and filial affection, all have their exponents in this new book. The illustrations are numerous and instructive, and of a high order of artistic merit; besides, valuable foot-notes with short sketches of the authors and the pronunciation of words are found on nearly every page.

ELEMENTS OF PLAIN GEOMETRY. By Franklin Ibach. Philadelphia: E. H. Butler & Co.

This volume pursues the usual plan, but exhibits in many respects a great advance in method. It is a fact that most geometers do not care a straw whether a theory is proved or not—that is, whether the truth is gained or not. It is affirmed by them that the exercise that is had is the beneficial theory. This volume makes the obtaining of the truth the first thing, leaving a benefit to the learner to follow, as a matter of course. The author uses symbols very frequently; the algebraic method is employed. We deem the volume one wonderfully adapted to aid the pupil's advance in the study of geometry.

A COMPLETE ARITHMETIC, on the basis of Benjamin Greenleaf. Boston: Robert S. Davis & Co.

This is one of a valuable course of arithmetical books. The author has been a most successful writer, and though he is dead, his works will continue to live. The peculiar features of this work lie in the clear and exact definition, and in the presentation of simple exercise solutions. The plan of developing principles from methods has been followed steadily, and oral and written exercises are practically combined. Decimals to three places are attacked at the beginning, and we see no objection to the plan. The problems are abundant and varied, and are drawn from the actual world. It has the advantage of omitting much that only perplexes. The appendix contains subjects that often encumber the body of the arithmetic.

SCOTT-BROWNE'S TEXT-BOOK OF PHONOGRAPHY. By Mr. and Mrs. Scott-Browne. New York: D. L. Scott-Browne.

The book is written and compiled by experienced instructors in phonography, and claims a new presentation of the principles of the art as practised by nine-tenths of the members of the profession in America; and the only work embodying the improvements made in the last ten years. It is designed for schools, colleges and private instruction. This little volume as a book of principles and instruction is undoubtedly valuable to a certain extent. The positions occupied by the works of Graham, Munson, Longley, Lindsley and others, can scarcely be improved upon. Mr. Browne avails himself of the principles discovered by the above named author's and indeed from all sources, and although it can scarcely be said to be an original work, the book is one that may be used with benefit by any who wish to become familiar with this useful and, to so many lines of business, almost necessary art.

MUSICAL RIPPLES. By E. J. Fitzhugh. New York: Potter, Ainsworth & Co.

This little book contains first steps in musical notation. It has the rudiments, graded exercises

and songs. It begins in a very easy, simple manner, and carries the pupil on by gradual steps. It is a very prettily-printed book, and is well suited for primary schools.

STORIES OF DISCOVERY TOLD BY DISCOVERERS. By Edward E. Hale. Boston: Roberts Brothers. \$1.00.

To those who have become familiar with Mr. Hale's other books of this series, "Stories of War," "Stories of the Sea," "Stories of Adventure," this little volume will be welcome indeed. The author's main object in the series was a desire to inspire the taste for a better class of reading among the boys and girls who frequent the public library. With this in view, he began a class of books which should be truly interesting to those who are fond of travel and adventure, and at the same time tend to awaken a love for standard literature. So with the familiar and much admired Col. Ingham as the central figure, he has given us a series of interesting stories. One cannot read the book without feeling that he or she would like to have just such an "Uncle Fritz" to read and look up adventures with, and just such a lot of friends, real human boys and girls, neither too good or in any way bad, that would ask questions of this same "Uncle Fritz" to which he would answer as kindly and with so much interesting information besides. And you can live in their little book-world while you are reading about them; and afterward, even if you don't have Col. Ingham and the young people, you have learned just how they "looked up" and "read up" and had their good times, and you can do the same in your own world; and beside there are all the interesting stories of discovery that you will greatly enjoy and from which you will also get a great deal of useful knowledge.

NATURAL RELIGION. By the author of "Ecco Homo." Boston: Roberts Brothers. Price, \$1.25.

This volume is somewhat a reprint of articles that appeared in *MacMillan's Magazine*, though many additions have been made. The author discusses subjects that have no small interest to those who watch the progress of thought. He attempts to fix a basis for clear thinking, and so defines many of his terms, such as "Atheism," "Theology," and "Religion." It does not range him for or against orthodoxy. He attempts to think clearly on his subject, and present his views. The volume has a certain value; it professes to be fair; it brings together what is said on both sides.

THE ROYAL ANTHEM BOOK. By Mrs. Clara H. Scott. Cincinnati: F. W. Helmick. \$1.00.

This book contains contributions from the best and most popular anthem writers of America, such as Dr. H. R. Palmer, Dr. Geo. F. Root, Dr. W. O. Perkins, etc., and some short selections from the unpublished manuscripts of the late Rev. Dr. Darius E. Jones. Also, many lovely arrangements and adaptations from the best of foreign authors. Especial attention has been paid to arrangements for extra occasions, such as, Thanksgiving, Christmas, Easter, Mission and Baptismal Services, besides a variety of selections suitable for Decoration Day, Praise Offerings, Festival and Funeral Occasions. No such a combination of American and European authors has ever been presented in any one book of its kind. The author of the Royal Anthem Book is an experienced lady, and knows the want of the work which she has so ably compiled, being herself a leader of a church choir, and a contributor to many of the best anthem books written in the present time. The book is published in a splendid style, and in an artistic manner, on good paper, from new, clear type.

## MAGAZINES.

The February number of *Lippincott's Magazine* opens with a finely written and illustrated article upon Saragossa, by S. P. Scott. "Home Life in Bombay" is also an interesting feature. The stories and poems of this number are excellent.

The *Musical Herald*, January number, contains the story of the Marseillaise Hymn, a biographical and critical sketch of Handel, the composer of the *Messiah*, several articles of value to the musical student and teacher, as well as some excellent musical selections, Chopin's valse in D Flat Major among others.

The *North American Review* for February opens with a symposium in which six prominent theologians, representing as many religious denominations, give expressions to their views upon the question of the "Revision of Creeds." Prof. Alexander Winchell, in "The experiment of Universal Suffrage," institutes a profound inquiry into the essential conditions of stable popular government, which he finds to be, substantially, virtue and intelligence.

A unique little semi-weekly magazine under the title of the *Elzevir Library* has begun publication in New York. Each number is to contain a complete literary gem, a characteristic specimen of the best production of the brain of the author who is represented. The numbers taken together will form a beautiful little cyclopedia of the world's choicest literature. Price only two cents a number, or \$2 a year. Number one contains Washington Irving's delightful story of "Rip Van Winkle," Number two, Canon Farrar's graphic story of "The Burning of Rome," and the persecution of the early Christians under Nero. Specimen copy sent free on request. John B. Alden, Publisher, 18 Vesey Street, New York.

The *Atlantic Monthly* for February contains Part II of "Michael Angelo," by Longfellow, "Herbert Spencer's Theory of Education," by E. R. Sill, "Lityerses and the Reapers," by Edith M. Thomas, "Some Truths About Civil Service," by Henry L. Nelson, "Stage Rosalinds," by R. G. White, and many other interesting and valuable articles, stories, poems, etc.

The February *Domestic Monthly* teems with interesting fashion matter. A special feature of the number, is the complete article upon children's costumes. Among the literary contents a charming story by Mrs. Bellevue may be mentioned and a little poem, by W. H. Hayne, the son of Paul Hayne; Mrs. Beecher's Household Department is also unusually attractive.

In *Harper's Young People* for January 16, the installment of "Nan," tells of Lance's visit "behind the scenes" of a theatre. Mr. George Cary Eggleston, also has a very interesting sketch called "The Troublesome Burghers."

## NOTES.

Mr. C. W. Brown (Educational Department D. Appleton & Co.), lately made a journey on business to California; he reports the outlook there as most promising.

Charles Scribner's Sons make special announcement this week of their *Geographical Reader and Primer*. This is a fine volume of more than 250 pages. It is handsomely illustrated and supplied with well gotten up maps. Teachers and superintendents are approving of it highly as a book calculated to suit exactly the wants of beginners in geography, by broadening and deepening their knowledge of the world in a simple, practical way, and in awakening a thorough interest in that study for the future.

## Brain and Nerve Food.

## VITALIZED PHOS-PHITES.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body. Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed 500,000 packages. For sale by Druggists or by mail, \$1.00, 100 packages to \$10.00.

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## Publisher's Department.

The announcement of Houghton, Mifflin & Co., for this week is of particular interest to teachers. They have recently issued a fine school edition of Hawthorne's *Twice-Told Tales*, which will be gladly welcomed by many teachers and pupils. The American Classics for schools, a neatly illustrated and printed little volume is also offered at a most reasonable price for it contains a biographical introduction of the author, and thirteen of his charming tales, and will be looked upon by many teachers as a very valuable medium for teaching literature.

A descriptive catalogue of books for examination are sent on application by Charles Scribner's Sons, to superintendents, principals, etc., who are considering the introduction of such works into their schools. We take pleasure in calling the attention of our readers to their advertisement upon our first page. Among the present school publications of this are the Guyot Geography series, Sheldon's Readers, Felter's Arithmetics, Cooley's Physics and Chemistry, and many other standard text-books, which are being republished continually, with suitable additions as advancement in discovery is made and the world's knowledge strides on.

The Clinton H. Meneely Bell Co. of Troy, N. Y., manufactures a very excellent quality of bells for every use. They make a specialty of church and school bells and produce some that stand almost without rivals in the country. Illustrated catalogues are sent free to all intending purchasers.

Wm. A. Pond & Co., an old established musical publishing house in New York, are now announcing some valuable music books for supplying schools and choirs with fresh and attractive compositions which are not too difficult. Among the most noteworthy of these is Perkins' Graded Anthems. Mr. W. O. Perkins, the compiler, is a composer of ability and taste, and has in this volume given about 100 different pieces, mostly anthems from the best and popular composers, free from technical difficulty and yet of an interesting character. Specimen pages of this work are sent free on receipt of application.

The first of the promised lists of books for the use of students and amateurs is begun in *The Critic* (now a weekly), of Jan. 20. It covers the department of theology, and has been prepared by Dr. Schaff and the Rev. Francis Brown.

The subscription price of the *Domestic Monthly* has been reduced to \$1.00, the premium to each subscriber remaining as before, namely, one dollar's worth of "Domestic" Fashions, which may be ordered all at once, or twenty-five cents' worth at a time.

The Trenton Board of Education have adopted Harvey's Grammar published by Van Antwerp, Bragg & Co., of Cincinnati, for the use of the public schools, to supersede Reed & Kellogg's, adopted ten months ago.

Sheldon & Co., have published their new Fifth Reader, which complete the series; they have also adopted a patent back for their first three readers, which makes it impossible for children to tear them apart.

To many of our readers it will scarcely be necessary to call attention to the Franklin books, published by Taintor Bros., Merrill & Co. The merits of the Franklin Readers, copy-books and composition blanks have been widely tested and are looked upon as thoroughly excellent by many of our best teachers. This firm also announces MacVicar's Arithmetics, Bartley's School Records, Warren's Spellers and many other text-books and reference books indispensable to the school-room, as well as a full line of school music, singing books, etc.

S. W. Green's Son of New York, is now calling attention to some of his standard publications. Our readers will be glad to learn that he has issued a number of standard novels, from George Eliot, Charlotte Bronte, Cooper, etc., neatly bound and printed, for 75 cents each. In the illustrated catalogue sent free upon application, we see announcements of Josephus Works, Plutarch, translations from Tasso, Homer, etc., at very reasonable prices.

Henry McShane & Co., of Baltimore, is a firm widely known as manufacturers of celebrated chimes and bells for churches, schools, academies, etc. To any desiring information they are happy to send price-lists and circulars free.

## Winding Up the Clock

When the Weary Wheels Were Almost Still, A Lucky Accident Reveals the Lost Key.

"How long did you say you had it?"

"Twenty-five years."

"What! a bad cough, with occasional attacks of hemorrhage, for twenty-five years? Why, man, it's a mercy that there's a dozen pounds left of you."

Abraham Orner, of Highspire, Dauphin County, Pa., stuck to his statement, and when the exclamations of wonder ceased, he added:

"Exactly. You're right. It is a mercy. But the greatest mercy of all is that, before I actually coughed myself out of existence, I got hold of PARKER'S GINGER TONIC, and a few bottles of it cured me."

"Cured you? Relieved you, you mean?"

"I mean what I say; it cured me," said Mr. Orner, simply. "I feel like another man."

Please take special notice: PARKER'S GINGER TONIC is not a mere essence of ginger; not a mere stomachic. The ordinary preparations of ginger are beneficial for transient aches, but at that point their value ends. PARKER'S GINGER TONIC covers a far wider and totally different field. It attacks and dissipates radical and chronic diseases of the Lungs, Kidneys, Liver and Nerves.

It is as delicious to the palate as it is prompt and effective in operation. Ginger is only one among many powerful curatives which the Tonic holds in combination. Test its virtue for that cough of yours, or for any of the ills which require an invigorant for the whole system.

And, above all, do not permit yourself to be misled. PARKER'S GINGER TONIC stands alone. Nothing else is "just the same," or "just as good." Prices 50 cents and \$1. Economy in buying the larger size. HISCOX & Co., New York.



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It has specific action on this most important organ, enabling it to throw off torpidity and inaction, stimulating the healthy secretion of the bile, and by keeping the bowels in free condition, effecting its regular discharge.  
If you are bilious, dyspeptic, constipated, or suffering from malaria, Kidney-Wort is the remedy you need.  
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**MODERATE CHARGES.**

Plastic fillings for broken down and sensitive teeth a specialty.

**INSTITUTES, TEACHERS,** are others desiring small Herbata; or Herbarium Specimens, please address **CHARLES E. PERKINS,** 6 Grandview Avenue, Somerville, Mass.

CURRAN once said to Father Leary: "I wish, reverend father, that you were St. Peter and had the keys of heaven, because then you could let me in." The priest saw the sarcasm, and turned its sharp edges on the skeptic by replying, "By my honor and conscience, sir, it would be better for you that I had the keys of the other place, for then I could let you out." Heigh-ho, measure and sew! How I do wish that garments would grow!

An overakit bush or roundabout tree—  
What a refreshing sight 'twould be.

—Wide Awake.

As long as there are cold and nakedness in the land around you, so long can there be no question at all but that splendor of dress is a crime. In due time, when we have nothing better to set people to work at, it may be right to let them make lace and cut jewels; but as long as there are any who have no blankets for their beds, and no rags for their bodies, so long it is blanket-making and tailoring we must set people to work at, not lace.—RUSKIN.

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Prefer **SOZODONT** to every other article for the **TEETH**, because nothing renders those ornaments of the mouth so spotless, or imparts such an agreeable odor to the breath. Moreover experience proves the article to be perfectly wholesome, which cannot be said of all dentifrices.

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## "THE FIRST FORCES" OF LIFE.

Ignoramus:

Whether was first the egg or the hen?

Tell me, I pray you, ye learned men.

First Learned Man:

The hen was first, or whence the egg?

Give us no more of your doubts, I beg.

Second Learned Man:

The egg was first, or whence the hen?

Or how could she come, or where, or when?

Ignoramus:

A fig for your learning! 'Tis fudge, I vow!

If you can answer this question now,

Tell me, I pray you, ye learned men,

Whether was first the egg or the hen?

Rejoice, rejoice. "He is alive again."

"Was lost, but is found."

UNDER date of July 9, 1882, Mr. E. B. BRIGHT, of Windsor Locks, Conn., writes a plain, modest narrative, which, from its very simplicity, has the true ring of fine gold. He says:—

"My father is using Hunt's Remedy and seems to be improving, in fact, he is very much better than he has been for a long time. He had been tapped three times. The first time they got from him sixteen quarts of water, the second time thirteen quarts, and fully as much more the third time, and he would constantly fill up again every time he had been tapped, until he commenced using Hunt's Remedy, which acted like magic in his case, as he began to improve at once, and now his watery accumulation passes away through the secretions naturally, and he has none of that swelling or filling up which was so frequent before the functions of the kidneys were restored by the use of Hunt's Remedy. He is a well-known citizen of this place, and has always been in business here.

Again he writes, Nov. 27, 1882,—

"I beg most cheerfully and truthfully to state, in regard to Hunt's Remedy, that its use was the saving of my father's life. I spoke to you in my previous letter in regard to his being tapped three times. It is the most remarkable case that has ever been heard of in this section. For a man of his age (sixty years) it is a most remarkable cure. He had been unable to attend to his business more than a year, and was given up by the doctors.

"The first bottle of Hunt's Remedy that he used gave instant relief. He has used in all seven bottles, and continues to use it whenever he feels drowsy or sluggish, and it affords instant relief. He is now attending to his regular business, and has been several months. I am perfectly willing that you should publish this letter, as we thoroughly believe that father's life was saved by using Hunt's Remedy; and these facts given above may be a benefit to others suffering in like manner from diseases or inaction of the Kidney and Liver."

A workman who bought a book showing how to live on fifteen-cent dinners and followed its advice until he got so weak from the diet that he lost his place and is still out of work, has sued the author of the book for damages. If this thing keeps on book writers will have to cultivate that habitual regard for the truth which distinguishes newspaper paragraphers.

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MINISTER (to Rory): Why weren't you at the kirk on Sunday? Rory: I was at Mr. Dunlop's kirk. Minister: I don't like your running about the strange kirks that way. Not that I object to yer hearing Mr. Dunlop, but I'm sure ye wadna like yer ain sheep straying away into strange pastures. Rory: I wadna care a groat, sir, if it was better grass.

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THE time you cipher city homes is aught 'em.

Gentlemen:—Your Hop Bitters have been of great value to me. I was laid up with typhoid fever for over two months and could get no relief until I tried your Hop Bitters. To those suffering with debility or any one in feeble health I cordially recommend them. J. C. STORTZEL, 683 Fulton st., Chicago, Ill.

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This preparation, consisting of the Extract of Beef [prepared by Baron Liebig's process], the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit. We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anæmia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first requisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hæmatogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

To conclude; this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, Sir ERASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIEBIG'S BEEF TONIC (COLDEN'S)."

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The following is a correct analysis of COLDEN'S LIQUID BEEF TONIC, perfected 3d January, 1882. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E.C. I find this preparation contains:

20 per cent. saccharine matter.	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef.	25
25 per cent. spirit rendered non-injurious to the most delicate stomach.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calisaya Barks.	30
Total.	100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopœia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S., President of the Royal Analytical Ass., London.

RUSSELL SQUARE, London, W.C. 3d January, 1883. Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN or bottle-label.

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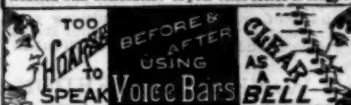
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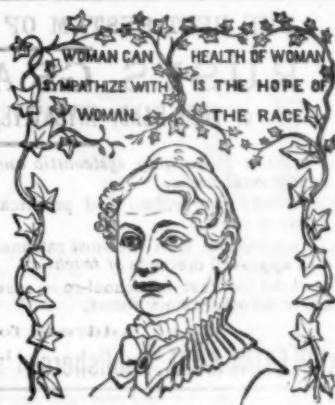
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